National Institute of Social Development
(School of Social Work)

"Quality of life improvement project through urban home gardening"

(520 - Nawala West GN Division, Sri Jayawardenapura Kotte Divisional Secretariat, Colombo District, Western Province, Sri Lanka)

Community Work Project

By

Mohamad Safras Asis

BSW/16/51

This Community Work Project Report
Submitted for partial fulfilment of the Bachelor of Social Work (BSW),
School of Social Work, National Institute of Social Development,
Liyanagemulla, Seeduwa,

Final Submission of the Community Project Report

This is to certify that this community project report is based on the work carried out by Mr/~~Mrs/Ms~~ Mohamad Safras Asis under my supervision.

The dissertation is of acceptable standard.

Certified by

……..	……	……
Name of the Faculty Supervisor	Signature	Date
……..	……	……
Name of the Field Supervisor	Signature	Date

Declaration

I Mohamad Safras Asis, hereby certify that this community work report entitled “Quality of life improvement project through urban home gardening” (520 - Nawala West GN Division)

Is the outcome of my own work undertaken under the guidance of Field supervisor Mrs. Rasika Samanmalee, psychiatrist social worker, Lecturer in Social work, department of psychiatry, Faculty of Medicine, University of Colombo and Mrs. Buddhi Panagoda, Lecturer, School of Social Work, National Institute of Social Development.

This Community project Report does not incorporate without acknowledgement any material previously submitted for any Degree, Diploma, or Certificate of any university or any other institution of higher learning. It does not contain any material previously published or written by another person except due references is made in the text. I have duly acknowledge all the sources used by me in the preparation of this dissertation.

…….. …….

Date Signature

Acknowledgement

First of all, I offer my sincere gratitude to the Divisional secretariet of Sri jayawardenapura Kotte and the Divisional secretary, Mr. kasun Epa Seneviratne , for giving me this opportunity of community work training . Also I would like to thank Assistant Divisional Secretary Ms. Umesha Maduwanthi for her continued support during my work.

I am grateful to Mr. Asanga wickrama,Mr. Aruna Saman and Mr.Kodagoda, Social Service officers of the Sri Jayawardenapura Kotte Divisional Secretariat for the advice and guidance they provided.

I would also like to thank Mrs. Chandima Damayanthi, Development officer who consistently assisted in the processes of selection of the community and working with its members. I am also especially thankful to Ms. Hasini Kotelawala, the Environmental officer who has been cooperating with me throughout the project period.

This project would not be reality unless the sincere support I received from the community members of 520 Nawala West Grama Niladari Division who worked tirelessly throughout this project. I am also indebted to all the resource persons who shared their knowledge and expertise voluntarily, and without any hesitance.

I would also like to thank Mr.Damith Chandimal, dear friend, a professional Social Worker and human rights activist for his support to make my community project a success.

I would like to thank Mrs. Rasika Samanmalee, psychiatrist social worker, Lecturer in Social work at the department of psychiatry, Faculty of Medicine, University of Colombo, for her advice, guidance and support given throughout the process of community work project and writing this report. As well as I would like to thank my faculty supervisor Mrs. Buddhi Panagoda, Lecturer, School of Social Work, National Institute of Social Development for her advice, guidance and support given throughout the process of community work project and writing this report.

Last but not least, I owe my deep and sincere gratitude to national institute to national institute of Social Development in Sri Lanka for enrolling me in the Bachelor of Social Work (BSW) and for supporting me to implement this community work project.

M. Safras Asis

Executive Summary

This report is a community work project implemented in a GN Division of Colombo Suburbs by a student Social Worker pursing Bachelor of Social Work degree as a partial requirement of his studies. The student Social Worker was placed in the Divisional Secretariat of Sri Jayawardenapura Kotte and the project was implemented in the GN Division of 520 Nawala West area belonging to the same divisional secretariat. As per the data available at the Divisional secretariat, around 20% of residents in the GN Division experience unemployment and not having a permanent source of income. They are a multi-ethnic, multi-religious, multi-cultural community same as many urban communities in the city of Colombo and its suburbs.

Before the implementation of the project, a need analysis was conducted in the community. The student social worker collected data on the community needs through questionnaires (respondent administered questionnaire for community members, google form questionnaire for students in the community), discussions, focus group discussions and key informant interviews. Needs were prioritized based on the results of the need assessment process and consultations with the community members. Also the problems faced by vulnerable sub communities were given special priority. Based on the needs prioritized the activities of the project were designed along with the community participation and agency support.

The Primary Objective of the project was to improve Health, Nutrition and wellbeing of urban community members. This objective was further divided into three sub objectives that were linked to several activities implemented in the community. The sub objectives were (a) Improve the nutrition levels and strengthen economic capacity of low families through urban home gardening, (b) Improve mental health and wellbeing of students through online awareness programs and (c) Dengue prevention in the community The first objective was addressed through an urban home gardening project, while the second was addressed through a mental health awareness programme targeted at students and parents in the community, and latter was addressed through (c) a dengue prevention programme. These objectives were successfully achieved to a larger extent as below.

Each activity of the project were implemented along with the participation of the community members and the government officials in the agency. Both were crucial aspects of the project implementation. A home gardening society was established to implement the home gardening project. The urban home gardening supports family economy, increases nutrition of family diet,

also improves mental and physical health of those who are engaged. It also contributes to the urban landscaping and beautification of urban housing. The student social worker initially acquired support through an external funder to provide some vegetable plants to the community and distributed them among the community members. The agency related government officials provided technical knowledge and training to the community members on home gardening. Secondly a mental health awareness programme targeting students and their parents was implemented in the community with the contribution of a psychiatric social worker and an expert on educational psychology and teaching. This helped students to reduce stress and other mental health related issues also introduced practical exercises that could help them to overcome any such issues. Thirdly a dengue prevention programme was planned. It was partially implemented. With the support of MoH office in the area, the leaflets on dengue prevention was distributed, and the student social worker conducted dengue prevention awareness through small group meetings and home visits. Though a Sharmadana campaign to clean the dengue breeding grounds was planned, however it was cancelled due to government regulations in the context of covid19 health concerns.

Several recommendations were made based on the learnings from the community work project. Community work in the context of Covid19 pandemic has brought significant challenges to both community members and practitioners. This project explored the possibilities how social work interventions could be made during the pandemic. Further the project highlights how vulnerable communities need to be supported more during pandemics and other vulnerable situations. Urban home gardening not only became an income generation activity, but also fostered community solidarity, strengthen community support systems and community organization, also contributed to mental health, physical health, nutrition and urban landscaping. The project also highlights the importance of addressing the inclusion of vulnerable communities in the context of covid19. Physical health concerns such as importance of addressing dengue prevention in urban communities is also important in the context of holistic community development. People in urban poverty, people who lack land ownership could be ignored in the development activities due to lack of documental proof in relation to their residence etc. Social Workers need to work with a sensitivity to include these groups and address their concerns while also understanding limited scope of community work projects are sometimes unable to give a solution to the most pressing issues such as land ownership that require long term attention.

Table of Content

Content **Page**

Declaration iii

Acknowledgement iv

Executive Summary v

Table of Content vii

List of Tables x

List of Figures xi

Chapter -I 1

Introduction 1

1.1. Chapter Introduction 1

1.2 Description about Agency 4

1.2.1. Introduction about Sri Jayawardenapura Divisional Secretariat 4

1.2.2 Administrative structure: 6

1.2.3 Service provision of the agency: 7

1.2.4 Types of Social Services 8

1.2.5 Roles and responsibilities of the professionals and staff 11

1.2.5.1. Divisional Secretariat: (Service Provided) 11

1.2.5.2 Grama Niladhari: (service provided) 12

1.2.6 Assess programs and procedures for effective service delivery 13

1.2.7 Role of the social worker in the institution

1.3 Profile of the Community 15

1.3.1 Geography of the community 15

1.3.1.1 Geographical location 15

1.3.1.2 Topography and soil content 18

1.3.2 Population of the community 19

1.3.2.1 Gender composition 19

1.3.2.2 Age composition 20

1.3.2.3 Ethnic composition 21

1.3.2.4 Religious composition 21

1.3.2.5 Disabled community in the area 22

1.3.3 Educational, Economic and social condition 23

1.3.3.1 Educational background 23

1.3.3.2 Nature of Employment 25

1.3.3.3 Foreign migration 27
1.3.4 Government Social Security beneficiaries 27
1.3.5 Health and Hygiene of Community 29
1.3.6 Housing, Water, Electricity and Road Facilities 29
1.3.6.1 Housing 29
1.3.6.2 Water and electricity facilities 30
1.3.6.3 Road facilities 30
1.3.7 Industry and Agriculture 31
1.3.8 Natural Disasters 32
1.3.9 Identified Community leaders in this community 32
1.3.10 Identified Problems or issues of the Community 32
Chapter-II 34
2. Strengths and Need assessment 34
2.1. Introduction 34
2.1.1. Selection of the community 34
2.1.2. What is Community Need Assessment? 36
2.2. Methodology 37
2.2.1. Approaches of collect data 37
2.2.2. Methods of data collection 37
2.2.3. Data collection Tools 37
2.3. Identify strengths/ needs/ problems 41
2.4. Need prioritization 42
2.5. Use of theory in need analysis 43
2.6. Resources of the community 44
2.7. Use of theory in need resource identification 47
2.8 Role of the social worker in need assessment 49
Chapter – III 51
3. Planning and implementation 51
3.1. Introduction 51
3.2. Identification of Activities 51
3.3. Project objectives 51
3.4. Activities 52
3.5. Building the Rapport 54
3.6. Assigning Roles and Responsibilities for volunteers 54

3.7. Finding out Resources 54
3.8. Implementation 57
3.9. Community meeting 58
3.10. Data collection 58
3.11. Prioritizing the needs 58
3.12. Training programme on Home gardening 58
3.13. Distribution of home gardening kits and plants 60
3.14. Dengue Prevention Awareness program and Shramadana campaign 61
3.15. Child Mental Health awareness program –I 61
3.16. Mental Health awareness program –II 63
3.17. Establish Home Gardening Society 64
3.18. Role of the Student Social Worker 65
Chapter – IV 66
4. Evaluation 66
4.1. Introduction 66
4.2. Methods used in Evaluation 69
4.2.1. Evaluation after every activity (concurrent Evaluation) 70
4.2.2. Observation 70
4.2.3. Process evaluation 70
4.3. Indicators and outcomes and outputs 72
4.4 Role of the Student Social worker 75
Chapter - IV 76
5. Conclusion and Recommendations 76
5.1. Context 76
5.2. Activities 76
5.3. Recommendations 79
References 81
Annexes 82

List of Tables

Table No **Page**

Table 1The Population according to Age group 20
Table 2: Ethnic composition of the community 21
Table 3: Religious composition of the Community 21
Table 4: Statistics of Disabled community in the area 22
Table 5:Education background statistic of community 23
Table 6: prevalence of student population of the Community 24
Table 7: Employment of the community members of the area 26
Table 8: Foreign migration statistic of the community members 27
Table 9: statistics of Government Social Security (Pension) beneficiaries 27
Table 10: Details of the government Social Service Allowances Beneficiaries 28
Table 11: Details of the Housing types of community 29
Table 12: Industries classification of the Particular division 31
Table 13: Sector-wise employment distribution in the community. 35
Table 14: Details of the government Social Service Allowances Beneficiaries. 35
Table 15: Resources of the community 45
Table 16: Activity Time Frame 53
Table 17: Activities and plans for sustainability 57
Table 18: Differences between formative and summative evaluation. 67
Table 19: Acivities, their success and their limitations 72
Table 20: Indicators and outcomes and outputs 74

List of Figures

Figure No **Page**

Figure 1: Administrative structure. 6
Figure 2: GN Divisions of Jayawardanapura Kotte Divisional Secretariat area 16
Figure 3: Map of 520 Nawala West Grama Niladhari Division 17
Figure 4: Reddish yellow podzolic (laterite) soil 18
Figure 5: Invasive water plants- water Hyacinth and Giant Salvinia 19
Figure 6: Gender composition of the community 19
Figure 7: Religious composition of the Community 22
Figure 8: Education background of community 23
Figure 9: The prevalence of student population in the area 25
Figure 10: Nature of Employment 26
Figure 11: Foreign migration of the community 27
Figure 12: Government Social Security (Pension) beneficiaries 28
Figure 13: Government Social Service Allowances beneficiaries 29
Figure 14: Housing types of the community 30
Figure 15: Identified Common Needs/ problems. 42
Figure 16: Economic problems 42
Figure 17: Maslow's hierarchy of needs 44
Figure 18: Resource Map of the Community 46
Figure 19: A Social Systems Model: 47
Figure 20: Community Resource Systems 48
Figure 21: Social Resources system (elaborated) 49
Figure 22: Activities implemented in the project 52
Figure 23: Internal resources 55
Figure 24: External Resources 56
Figure 25: Formative and summative evaluation at various stages of project implementation. 68
Figure 26: Planning evaluation process. 69

Chapter -I
Introduction

1.1. Chapter Introduction

In this chapter, an introduction to social work and community social work is presented, along with comprehensive description on the agency setting and community that the Student Social Worker (SSW) conducted the community work project.

The agency setting was Sri Jayawardenapura Kotte Divisional Secretariat (DS). It is a Government Administration institute that provides welfare, Social Services, Social Development and administrative services to the citizens residing in the DS Division. The chapter will detail information on vision, mission, objectives, administrative structure, service provisions, and types of social services, roles and responsibilities and the role of the social worker.

Also it presents information about the community setting of 520D Nawala West Grama Niladhari Division. These include geographical location and characteristics, population, educational, economic and social conditions, health and hygiene of community, housing, water, electricity and road facilities, industry and agriculture, natural disasters, resources of the community, identified community leaders, identified problems or issues of the community.

1.2. Social Work

"Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing".

(Global Definition of Social Work, IFSW-2014)

Social work is a practice based profession that helps empower people with their own tasks. Social work promotes an effective and humane service system, as well as improving problem solving, coping and development capabilities, and connecting people with resources, services and opportunities. In addition, the development and improvement of social policies as well as care and improvement can be noted. Also, social workers work with individuals, groups and communities to change society for the better using social work skills and knowledge.

When there are problems with community members, community social workers may provide leadership / guidance to find solutions. They work with existing organizations and/ or groups of relevant citizens to address issues such as poverty, social problems, psycho social issues and other things.

Community social work includes understanding the dynamics and social relationships that govern relationships between different structures and different communities, and working to achieve social justice through structural change. If the problem is poverty, for example, a social worker acting from a community perspective may focus on the political economy that creates these conditions. This may include organizing groups around the problem to try or influence policy makers to change the policies that perpetuate poverty.

As the teams employing a community social work professional change, so do the day-to-day responsibilities. Much of what these social workers do depends on the type of organization he or she works for. Responsibilities generally fall under the civic organization For example, a professional employed by an advisory team may take time to apply for a grant, while a person employed to empower unemployed women may spend more time with the relevant government and non-governmental authorities as well as the selected women's groups will take time.

The social work profession promotes the empowerment and emancipation of people for social change, problem solving in human relationships and improving well-being. Direct and indirect methods are used in social work. Community social work can be identified as a direct form of social work profession.

A community is a group of living things with common characteristics such as norms, customs, religion, values, or identity. Communities can share a common sense of place located in each geographical area like a country, village, town, or neighbourhood or in the virtual space through a communications platform.

According to Bellah et.al community is a *"group of people who are socially interdependent, who participate together in discussion and decision making, and who share certain practices that both define the community and are nurtured by it" (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985, p. 333)*

Sri Lankans formed their communities based on geographical boundaries such as rivers and mountains in the early days. Today, the concept of community has expanded beyond boundaries. Political factors, social status, cultures, traditions, technology and many other factors seem to have influenced the creation of virtual communities in the modern world. At first glance it seems that the basic communities in the modern world are largely classified on the basis of economic activity and the type of people.

However, they are given introductions based on the characteristics of the community. Homogeneous communities, Heterogeneous communities, Agricultural communities, Traditional communities, Functional communities, planned communities, Rural Communities, Urban communities, Sub-Urban communities etc:

In this case, the student community worker selected an urban community for his community work training. Urban communities have a high level of demographic complexity. The bonds that connect urban community members are weak, and the bonds between communities and the areas in which they live are weak. This is because people in urban communities often come from different places, have no long-term relationships, often do not know each other or have a strong understanding of the history of natural disasters in their neighborhoods. Nguyen and Tran (2015) an overview by us shows that these are the root cause of other challenges.

1.2 Description about Agency

1.2.1. Introduction about Sri Jayawardenapura Divisional Secretariat

Sri Jayawardhenapura- Kotte Divisional Secretariat within Colombo district in the western province is larger than Dehiwala, Rathmalana, and Moratuwa divisional secretariats. The total extent utilized lands in Grama Niladhari divisions is about 1523 hectares. It's bounded on Kolonnawa and Kaduwela divisional secretariats by north and East Maharagama and Thibirigasyaya divisional secretariats by south and west. This Divisional Secretariat is divided into 20 Grama Niladhari Divisions to facilitate the provision of services to the clients. Total population of this Division is 118981. This area is to be considered as Sri Jayawardhenapura Kotte municipal council area as well. This area is highly urbanized due to some factors like being a main administrative capital, parliament complex and especially suburban area in the Colombo city. It has become highly populated with the developed road network and sufficient infrastructure facilities.

It is very clear the economic system of the area is basically focused on service sector. Accordingly, main professions of major population in the area base on service sector. In addition, clear development can be seen in the industrial sector. People, who engage in the agriculture, are in minor population and part time farmers are more than full time farmers of that population.

Vision **:** "The division premier with sustainable development and governance"

Mission **:** "Managing resources in order to lead the division in a creative and an innovative way to make the lives strong"

Values:

- Client oriented
- Creating a people friendly environment
- Achieve goals through collectively
- Inculcate positive ideas among workers
- Enhance the natural beauty
- Make the maximum use of the time
- Provide an efficient and quality service
- Minimize the waste by preserving the energy

Objectives:

General administration:

- Accomplishment of the official services in efficiently and effectively according to the charter of beneficiaries.
- Empower the officers' by developing their knowledge, skills, and attitudes.

Financial:

- Control the official expenditure under the limit of grant provision.
- Collect the government income in the relevant time period which should receive from the division.

Planning:

- Planning and implementation for the development of infrastructure facilities.
- Implementation of the employment and training programs for the development of the peoples' livelihood

Social welfare:

- Implement programs to develop and for bring forth the children with the values, spiritual, and health.
- Implementation of the disaster management programs to reduce the natural disasters.
- Protect the historical values in the division and implement programs for the development of cultural awakening.

Samurdhi:

- Empower the samurdhi beneficiaries and other beneficiaries to reduce the poverty level.

1.2.2 Administrative structure:

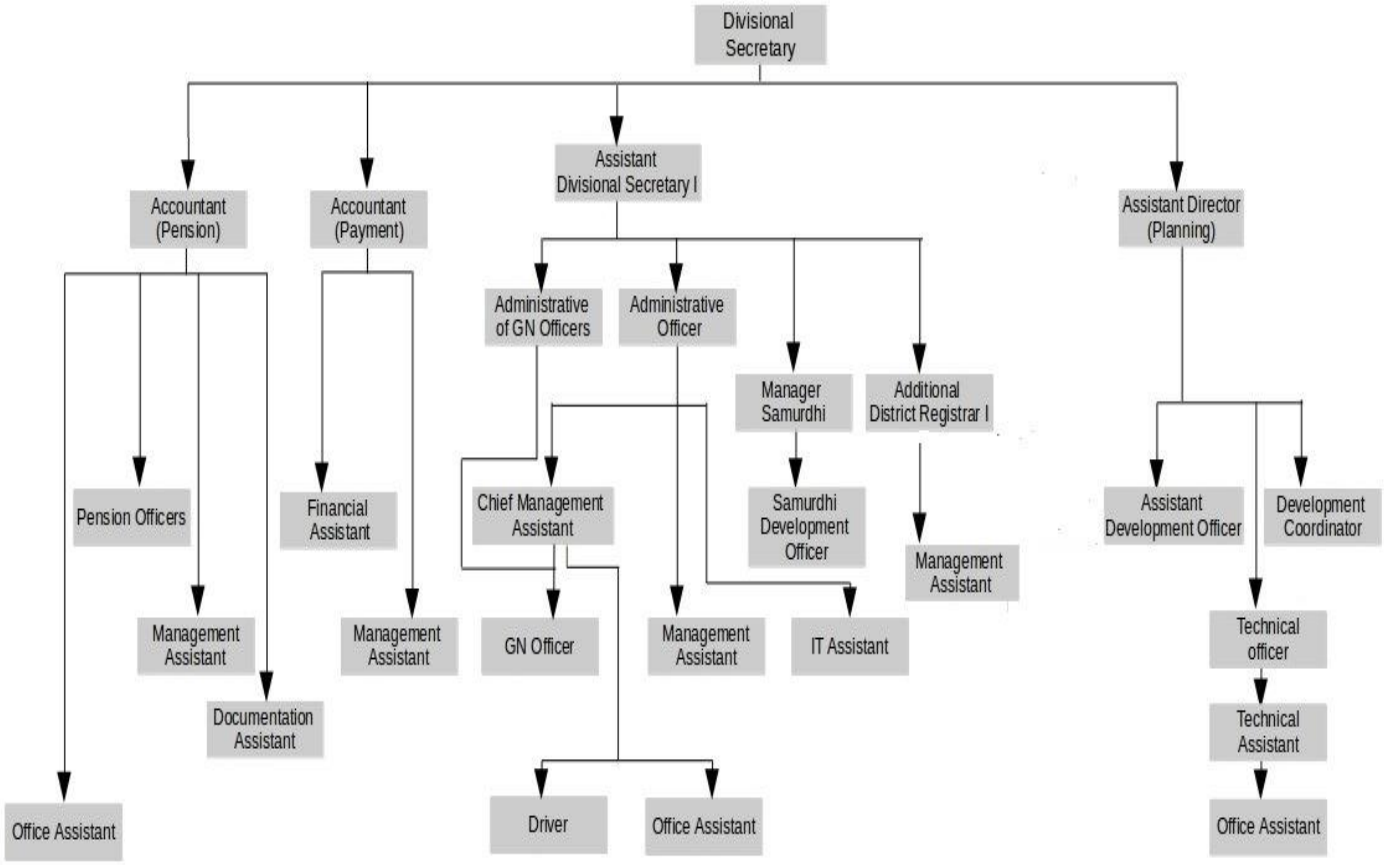


Figure 1: Administrative structure. (Source: Official web site, Divisional Secretariat – Sri Jayawardenapura kotte)

1.2.3 Service provision of the agency:

Service Criteria

- **Administrative Division.**

Goal - Strengthening the organizational structure through satisfied staff.

Main Functions.

- Issuing of Permits.
- Certifying and counter signing of Grama Niladhari certificates.
- Renewing licenses.
- Collecting revenue.

- **Social Service Division.**

Goal – Encourage participation of the disadvantaged and suffering social groups in social development by providing relief and rehabilitation and creating a background to prevent those falls in to such conditions.

Main functions.

- Provision of aids and equipment's.
- Issuing Senior Citizen Identity Card.
- Issuing Dry rations.

- **Planning Division.**

Goal – Strengthens the divisional sustainable development.

Main Functions.

- Identifying the development needs.
- Updating PMCS.
- Maintaining and updating resources profile of the divisions.

- **Account Division.**

Goal –Implement and maintain sound financial transactions system to achieve the overall objectives in divisional Secretariat.

Main functions.

- Preparing the procumbent plan of the year.
- All the activities related to payments.
- Conducting board OD surveys.
- Handling Adult Queries.
- Preparing financial Statements.

- **Registrar Division.**

Goal – Registration of Marriages, Birth and Deaths, issues of certified copies at request and the preservation of such documents for assisting the populace to secure their rights.

Main functions.

- Registrations of Births, Marriages and deaths.
- Issuing Certificate.

- **Pension Division.**

Goal – execute pension policies efficiently and productively in regionally to provide active contribution to uplift and assure well-being, Future protection of officers who dedicated for public services, their spouses and dependents.

Main functions.

- Conducting Inspection for E & OP and disable persons and giving recommendations to dept. of Pension.
- Payment of monthly Pension.

1.2.4 Types of Social Services

- Applications for President Fund
- Recommendations for President Fund
- No of Adult ID card issued
- Total No of public assistance
- No. of new public assistance provided
- No, of Stopped Public Assistance

- Leprosy Aids
- Cancer Aids
- Thalassemia Aids
- Tuberculosis Aids
- The Program of giving Monthly life style donations Rs .3000

- **Disable persons Allowance**

Qualifications:

Full term disable, Should be low income earner, he/she has children who are educating.

- **Giving House aids for Disable persons.**

Qualifications:

- ✓ Person who have full term deaf, vocal, sight disabilities or and they are treated for mental disease above 10 years.
- ✓ Should be a guardian for the person who obtained donations
- ✓ Applicant possess a land
- ✓ Monthly income less than Rs. 6000/
- ✓ Age between 18 to 40
- ✓ Offering self-employments

- **Financial aids giving: Rs. 10,000.00 to 25,000.00**

Qualifications:

- ✓ Should be a disable person.
- ✓ Should be a low income earner.
- ✓ Applicant should possess the ability to do a self-employment.
- ✓ As a small scale the self-employment development.

- **Focusing Vocational Training**

Qualifications:

Unmarried people who are between 16 years to 35 years, able to do their daily routines by themselves and which the position of deaf, vocal, sight and disabled.

Training courses are;

- ✓ Sewing.
- ✓ Food technology.
- ✓ Handicraft.
- ✓ Computer.
- ✓ Wood craving.

- **Offering Educational Aids**

Every child should focus to education or center of education that are having educational rights with disabled. A child has given educational equipment and services facilities under this.

- **Senior citizen's welfare activities**

Social Organizations which including senior citizens that exceed age of 60 years are established and implement various programmed in whole regions. Thus Social, Economic, Spiritual and Religious, Cultural priming programs are implementing under this. By the way 50 Elders Committees are implemented.

Under that,

- Conducting Eye clinic.
- Giving Spectacles.
- Conducting medical clinics.
- Holding Spiritual promotion with divisions and levels of rural.
- Giving aids for self-employment.
- Giving identity card for elders.

Disaster Management

Objectives:

- Supply relief for natural lands emergency disaster situations , Epidemic disasters Flood and land slides

Implementing programs:

1. Establish regional and rural disaster committees.
2. Establish committees of relief services.
3. Focus to safety places.

The way of giving Relief,

Focus to the ministry of disaster relief services through Grama Niladhari and social services officer from DS to government agent.

Details of committees for disaster Pre- Preparation.

- Regional – Establish regional disaster committee.
- Rural – Identify the physical and human resources possess in the village and conducting, getting help to implement emergency disaster.

Social Welfare

- Supply relief for helpless low income earners who earned below Rs 3000/ living within Kotte Ds.
- Sisumina Bursary
- It is paid for scattered families.
- It is paid for parentless children from primary level to university according to Rs. 400 to Rs 1500.

1.2.5 Roles and responsibilities of the professionals and staff

1.2.5.1. Divisional Secretariat: (Service Provided)

- Countersigning of residency certificates
- Issuing of valuation certificate
- Issuing birth/death/marriage certificates
- Issuing of income certificates
- Approval to release of compulsory savings
- Issuing dry rations cards
- Issuing of assessment certificates
- Issuing of land license after approval
- Recommendation of miscellaneous subsidies
- Approval of public donations
- Payments of samurdhi grants
- Subsidies paid by social development fund

- Provision of solutions for electricity objections
- Approval of loans mortgages on land title deed
- Recommending electricity application
- Issuing of license to transport animals
- Issuing of timber permits
- Issuing of senior citizenship identity card
- Transferring of ownership of gift of land
- Naming of succession for gifted land
- Registration of birth after prescribe time
- Provision of disaster loans
- Issuing of timber transport license
- Naming of transfer of license land
- Issuing of liquor permit
- Submitting of national identity card to RGD

1.2.5.2 Grama Niladhari: (service provided)

- Issuing of character/resident certificate
- Recommendation for income
- Assessment report
- Certifying identity card application
- Cutting jack trees
- Permits for timber transportation
- Recommendation of gun license
- Explosives
- Providing report on death persons
- Business registration
- Giving reports of complains
- Recommendations for public aids
- Registration of past births
- Recommendation for scholarship application
- Permits for animal transportations
- Giving assessments for ownership of lands

- Recommendations for electricity and water
- Giving reports and recommendations for arising needs
- Registrations of voluntary societies
- Duties on crown lands
- Issuing permits for stone/sand
- Permits of liquor
- Duties as peace officer
- Aids on presidential funds

1.2.6 Assess programs and procedures for effective service delivery

1. Providing services and facilities to be provided to the citizens by the administrative divisions

2. Providing Administration support for citizens

3. Giving reliefs for identified special social problems

4. Conducting eye clinic for senior citizens and low income citizens

5. Giving financial aids to spiritual programs for rural committee

6. Dengue prevention programs

7. Drug eradicated programmed, Minimize the usage of drugs by identified Grama Niladhari divisions.

1.2.7 Role of the social worker in the institution for promoting professional social work

When promote the social work specially in the human service providing institution , the role of the social work is an essential part. When work as a professional social worker that particular one should have the ability to work in varied roles. Those roles such as educator, Coordinator, Counsellor, Researcher & Community worker etc. Below are some of the things that can be done in relation to this organization.

Educator:

As a social worker, there should be the ability to work as a educator. When we work with the human service providing institution the role of the educator is a very important role because

the social worker learns about different areas in the field of social work. When the social worker joins with that particular institution(divisional secretariat office) has to work with different people who has composed with different living backgrounds. When consider about this divisional secretariat office and the majority of people who live under this have low educational background. With that most of the people are not aware about the services which they can offer via the divisional secretariat office . As well they dont have motive to search about these things. So that, as a role of educator in the field of social work the educator can get the support from officers in the Divisional secretariat office to gather people to a one place and can provide the knowledge about services which are provided, way of providing and how to offer those services for their benefit. Educator can provide this knowledge easily because, when work as a social worker in the institution the first thing is done get to know about the institution, its services and familiarize with the institution. With that familiarization it helps to educate the different people in using different methods regarding the institution and its services.

Coordinator:

A social work professional can act as a coordinator between the needs and the resources needed to meet that need. When working with the community, they may need to contact this organization as well as other organizations for their various needs. There we have prior knowledge of the relevant sector so that the client with that need can be linked to the relevant corporate division without any difficulty. For example, we identify a person in need of psychological counselling assistance that we identify with in the work community, such as contacting the psychological counselling unit of the Divisional Secretariat at that person's request.

Counsellor:

In the role of Counsellor, the social worker uses intervention strategies to help clients express their needs, explain their problems, explore solution strategies, and develop and expand capabilities to solve clients' problems more effectively. A key function of this role is to strengthen and empower people's personal strengths and abilities to solve their problems more efficiently.

In this case, a social work professional who understands the organization's procedures will be able to provide advice to individuals or clients who have community needs regarding the

organization, services and their clients, such as the officer who should submit their needs and requests, the documents to be submitted.

Researcher:

One of the aims of this organization is to raise the living standards of the community. There we can use various social research for that. By sharing the research knowledge, data review knowledge, etc. that we have acquired as a student social worker with the officers who work in that institution, we will be able to acquire their knowledge as well. It is also possible to use that knowledge to implement programs, projects, etc. so that more successful outcomes can be achieved through more effective identification of needs.

Community worker:

Community social workers assist in community activities. When we look at community service professionals who do that, they can be seen in two main ways. Some work directly with individuals, making needs assessments and referring to community resources. Others assess needs on a large scale. They can be designed and administered. Community organization is one form of community work. Social workers can be community builders or community organizers. They can work to raise funds, write for grants, increase support, and plan infrastructure.

1.3 Profile of the Community

Under this section information about the community are presented. These included geography and geographical characteristics, population, educational, economic and social conditions, community leaders and resources, industries.

1.3.1 Geography of the community

Under this section, geographical boundaries, climate, soil structure, and topography of the community are discussed.

1.3.1.1 Geographical location

Nawala West Grama Niladhari Division is situated in Nawala West area in Sri Jayawardenapura Divisional Secretariat in Colombo District of Western Province. It is bordered by Welikada, Koswatta, Nawala East and Nugegoda West Grama Niladhari Divisions. The total land area is 85 square hectares. This Grama Niladhari Division belongs to

the Sri Jayawardenapura Kotte Electoral Division and belongs to the Sri Jayawardenapura Kotte Municipal Council Local Government Area.

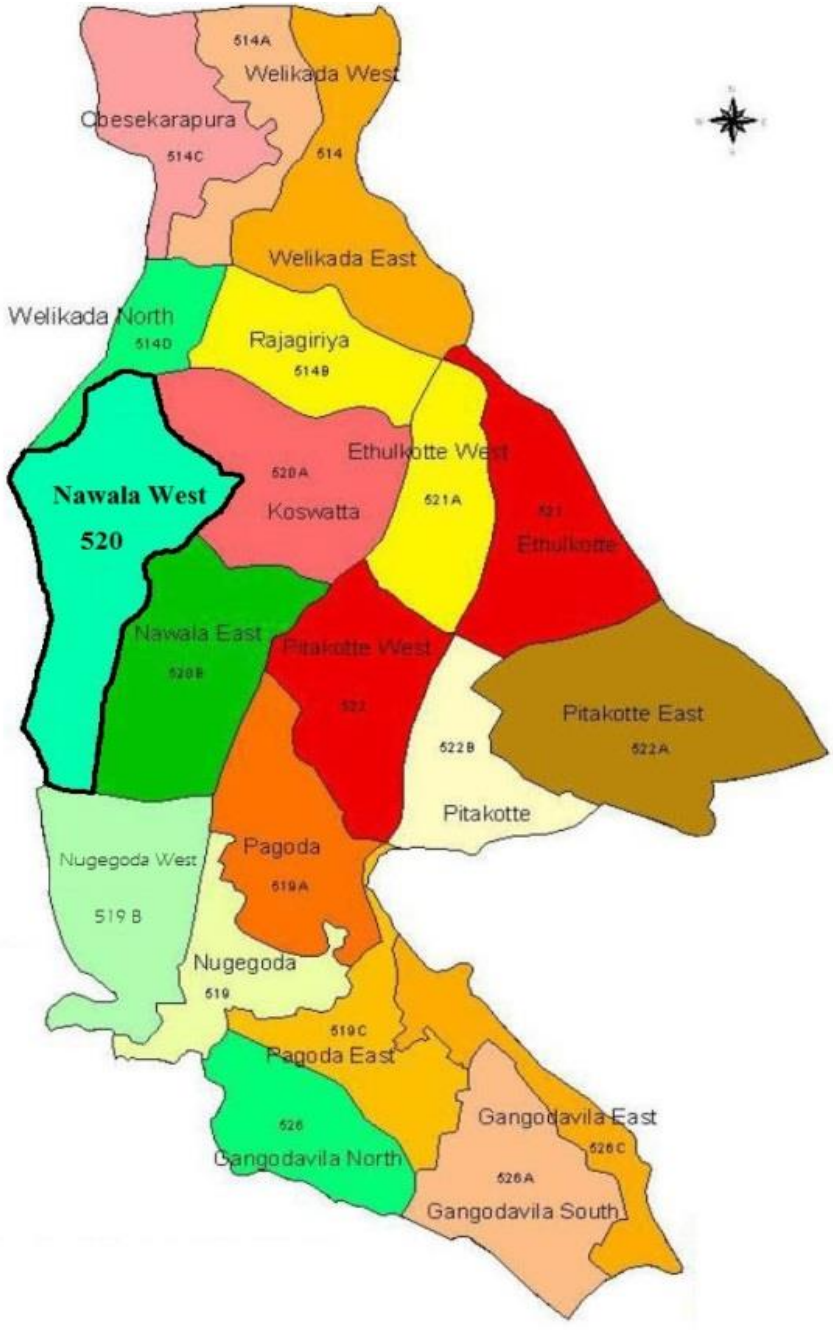


Figure 2: GN Divisions of Jayawardanapura Kotte Divisional Secretariat area Source: Sampath Pethikada

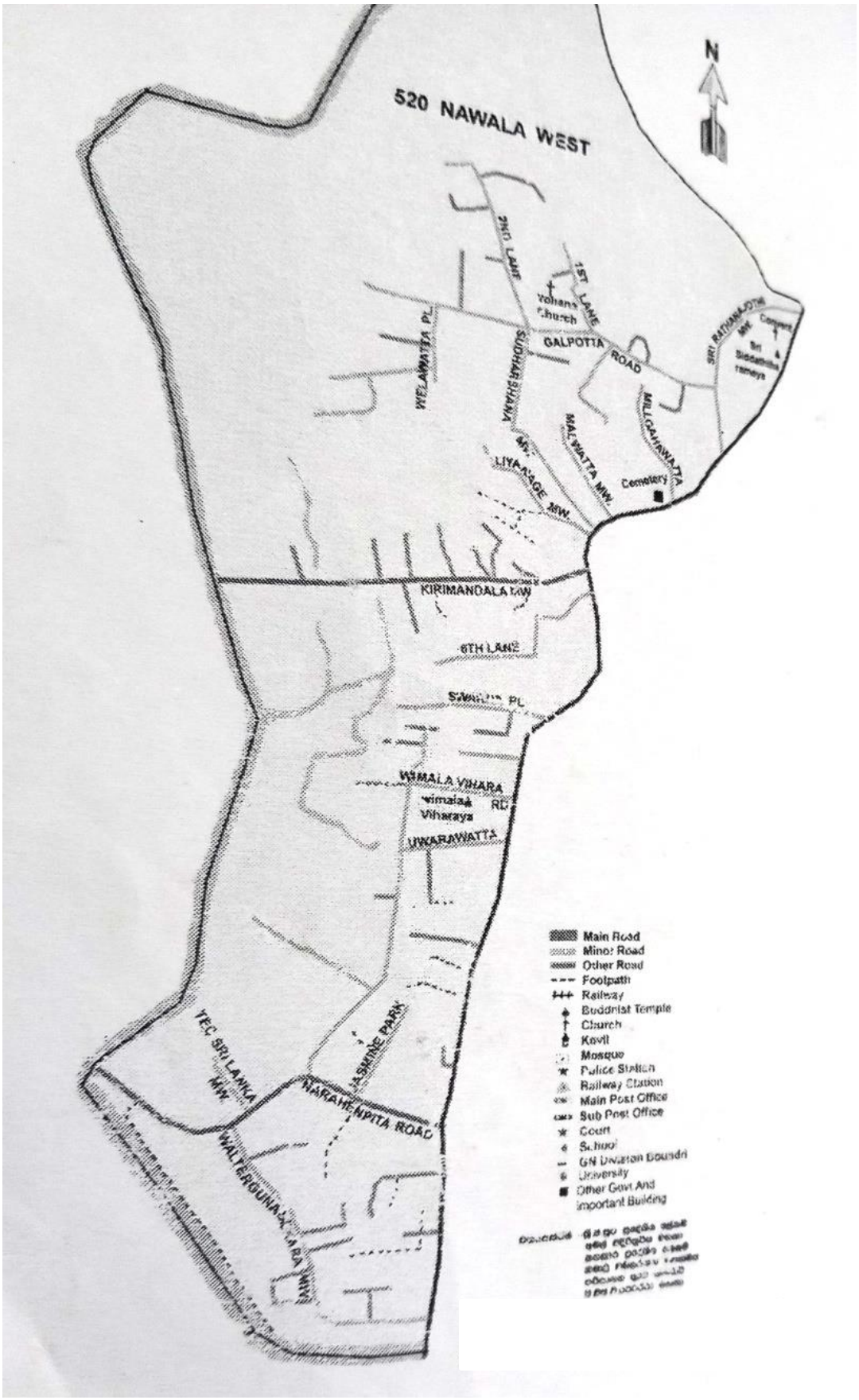


Figure 3: Map of 520 Nawala West Grama Niladhari Division
Source: Hand book of Development officer

1.3.1.2 Topography and soil content

Hornblende rocks cover about 95.8% of the area, according to local data. This type of well-drained soil is better suited for crops in the spread areas, however, due to the urban and suburban land use pattern of the area, construction is common in these areas. Vanokite is commonly found in the area known as granite, with a very small area of 4.2% (around Galpotta Road).

Figure 4: Reddish yellow podzolic (laterite) soil

The soil in the area can be divided into 2 main parts

1. Reddish yellow podzolic soil - soft or hard laterite (Kabok soil)
2. Swampy or semi-marshy soil

Most of the land area is covered by plains 10 m above sea level. The maximum height is about 20 meters. Looking at the drainage pattern, one can see a widespread drainage pattern in the area. Due to the fact that most of the land area is close to 10 m, the drainage of the low lying areas is very slow.

Also to the west is a swampy area. The nearest and largest wetland to Colombo is the Heen Ela swamp. It is spread over an area of 107 acres. The swampy area is rich in silty soils and the wetlands and wetlands are rich in silt. Due to its location in the Kotte wetland, it is home to a wide variety of species such as parrots, leopards, reptiles and bird species. However, there is a situation where these areas are also being used for various development activities.

It is common to add garbage to the canal. It can also be seen that the canal has become polluted due to the growth of invasive plant species mainly Giant Salvinia (*salvinia molesta)* and Water Hyacinth (*Eichhornia crassipes*) in some places.

Figure 5: Invasive water plants- water Hyacinth and Giant Salvinia

1.3.2 Population of the community

There are 4469 permanent residents belonging to 1122 families residing in this Grama Niladhari Division. In addition, there are also a significant number of temporary residents for employment and other purposes in the city of Colombo. The total number of houses in this area is 1056. Out of this number, 947 families are permanent residents and 175 families are living on rent basis. Although the total number of families is 1122, only 842 families are registered in the electoral roll. The number of registered voters in this Grama Niladhari division is 3158 persons.

1.3.2.1 Gender composition

An analysis of the population of the area is given below.

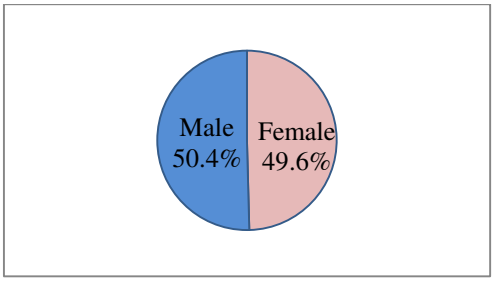


Figure 6: Gender composition of the community

There are 2216 female persons (49.6%) and 2253 male persons (50.4%) in the community, with a total of 4469 persons. The male population is slightly higher than the female population. The current gender ratio in Sri Lanka is 50.7% of the female population. The percentage of the male population is 49.3%. Accordingly, the female population is 1.4% larger than the male population. But this situation seems to have changed in this Grama Niladhari division. 50.4% of the population in this Grama Niladhari Division is male and 49.6% is female. Accordingly, males are 0.8% more likely than females in this community.

1.3.2.2 Age composition

The population in the area according to age group could be presented as below.

Age group (years)	Female	Male	Total	Percentage
1 – 4	98	106	204	4.6%
5 - 9	105	127	232	5.2%
10 - 14	115	126	241	5.4%
15 - 19	145	176	321	7.2%
20 - 24	157	195	352	7.9%
25 - 29	165	207	372	8.3%
30 - 34	153	179	332	7.4%
35 - 39	132	167	299	6.7%
40 - 44	129	155	284	6.4%
45 – 49	137	168	305	6.8%
50 - 54	159	183	342	7.7%
55 - 59	123	149	272	6.1%
60 to above	598	315	913	20.4%
Total	2216	2253	4469	100.0%

Table 1The Population according to Age group
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

nited Nations Convention on the Rights of the Child describes the child as a "human being under the age of 18. There are 998 persons below the age of 18 years in this community, which is 22.3% of the total community." The youth community in Sri Lanka is considered to be between 15 and 29 years of age. Accordingly, 1045 members of this community can be mentioned as the youth community. It is 23.4% of the total community. There are 913 people over the age of 60 who are considered to be in the adult community. They represent 20.4% of this community.

1.3.2.3 Ethnic composition

This area is a multi-ethnic and multi-religious area. Sinhala ethnic group can be identified as the majority ethnic group in this area, constituting more than 87% of the community members. In addition, Tamils, Muslims and Burghers represent the community in the area.

The following numerical descriptions give a clear idea of the ethnicity of this community.

Ethnicity	Num. of Population	Percentage
Sinhala	3905	87.4%
Tamil	158	3.5%
Islam	361	8.1%
Burgher	45	1.0%
Total	4469	100.0%

Table 2: Ethnic composition of the community
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

1.3.2.4 Religious composition

Buddhism, Christianity and Catholicism, Hinduism and Islam are the major religions of the community members. Below table provides statistics about their religions.

Religion	No. of Population	Percentage
Buddhist	3337	74.7%
Hindu	157	3.5%
Islam	365	8.2%
Catholic & Christian	610	13.6%
total	4469	100.0%

Table 3: Religious composition of the Community
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

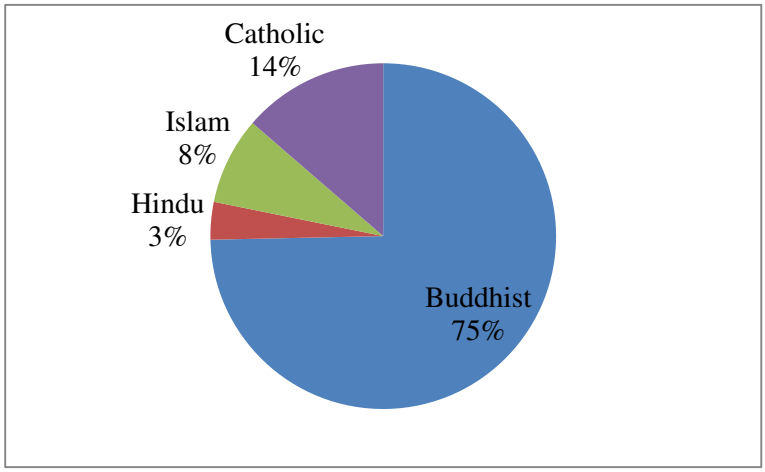


Figure 7: Religious composition of the Community (Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

According to the above data, approximately 75% of the community members are Buddhists. . Around 14% believe in Catholic or Christian religions. 8% of community members believe in Islaim religion, while 3% believe in Hindu religion.

1.3.2.5 Disabled community in the area

The disabled community in the area has been identified as three. One of them has stopped going to school before the eighth grade. Another has been educated up to GCE (O / L). However, the number of disabled people who are not employed is two.

The nature of the disorder	Population
Visual impairment	1
Speech / Hearing impairment	1
Movement disorders	1
Other disorder	-
Total	3

Table 4: Statistics of Disabled community in the area (Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

1.3.3 Educational, Economic and social condition

The majority of the community in this Grama Niladhari Division is middle class. The following is information about their educational, employment and economic status.

1.3.3.1 Educational background

The following data can be used to gain an understanding of the level of education of the community living in this area.

Education Level	Female	Male	Total
Passed G.C.E. (O/L)	232	185	417
Up to G.C.E. (A/L)	225	175	400
Passed G.C.E. (A/L)	219	166	385
Diploma holders	35	43	78
Graduates	194	112	306
Post graduates	45	57	102
Other	20	27	47

Table 5:Education background statistic of community

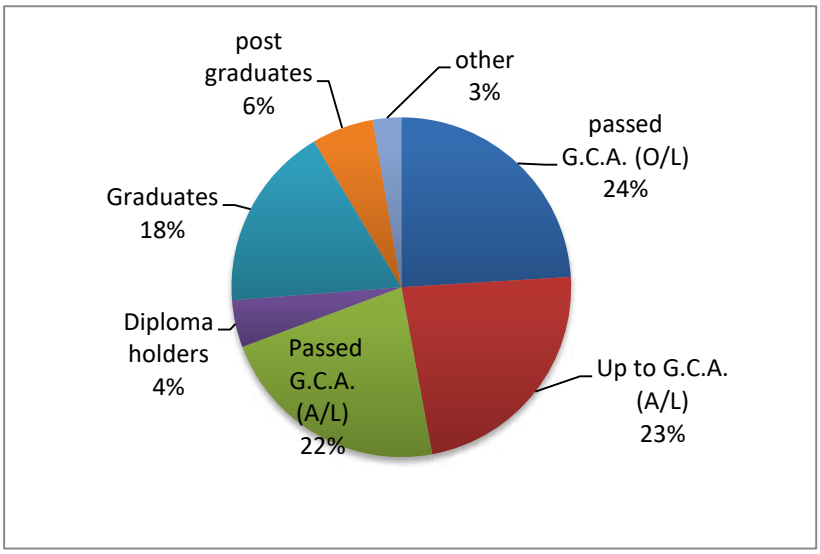


Figure 8: Education background of community
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

Adults in this community have relatively higher educational backgrounds. Highest educational qualification among the community members was G.C.E. Ordinary level (O/L) for 24% of adults in the community, while another 23% of adults reported to have G.C.E. Advanced level. There were 18% of graduates and 6% having post graduate qualifications.

The prevalence of student population in the area is as follows.

Type	Female	Male	Total
Children who are of school age but didn't go to school	0	0	0
Children in the pre-school age group	125	145	270
Pre-school	62	53	115
Primary Education (Grades 1-5)	115	105	220
Secondary Education (Up to G.C.E. (O / L))	400	480	880
Tertiary Education (Up to G.C.E. (A / L))	225	175	400
University Students	194	112	306
Postgraduate students	45	57	102
Diploma students	35	43	78
Vocational training students	20	27	47
Total	1221	1197	2418

Table 6: prevalence of student population of the Community
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

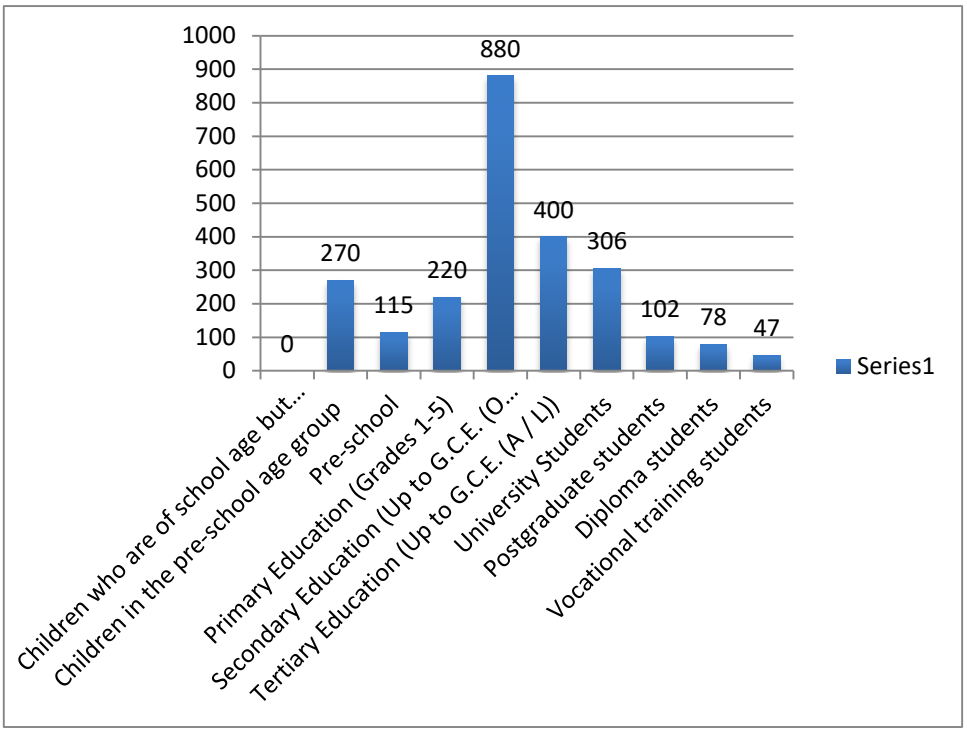


Figure 9: The prevalence of student population in the area (Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

The highest number of children (36%) in the community was secondary school students. However, it appears that less than half of the GCE Advanced Level students are in secondary education.

1.3.3.2 Nature of Employment

The majority of these communities are employed in the private sector. In addition, there is a steady community of people in various sectors such as the public sector, the semi-public sector, the service sector and the hired sector. However, there are about 200 people living in the area who do not have a permanent job.

Their employment can be analysed as follows.

Employment of the community in the area			
Sector	Female	Male	Total
Government Sector	420	260	680
Semi-Government sector	60	80	140
Private sector	588	1000	1588
Agriculture sector	-	-	-
Industrial sector		15	15
Service sector	35	60	95
Self-employment (Non-agricultural)	20	25	45
Daily Wage workers (Kuli weda)	-	150	150
Foreign Employment	5	20	25
Part-time employment	45	55	100
No permanent job	50	150	200
Unemployed	580	-	580
Total	1803	1815	3618

Table 7: Employment of the community members of the area
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

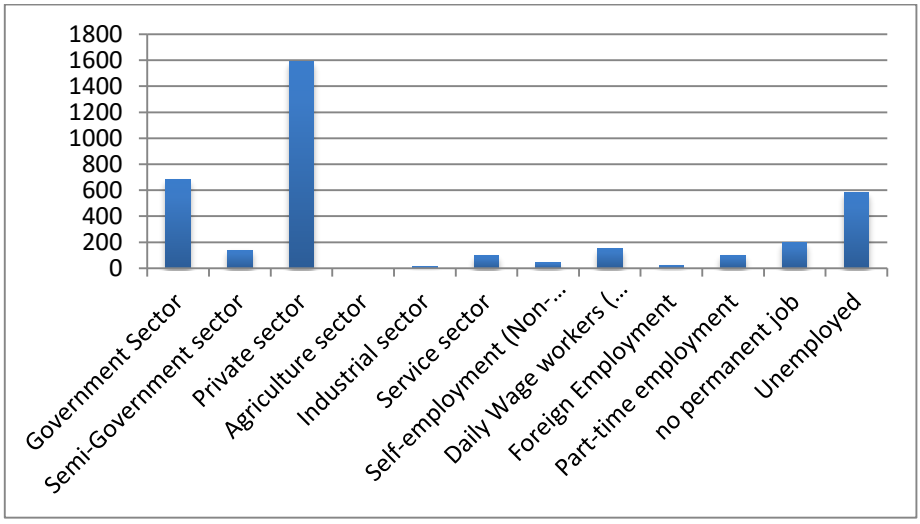


Figure 10: Nature of Employment
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

1.3.3.3 Foreign migration

Patterns of foreign migration in this community seem to be different from other areas. The majority 69% of migration is related to education in foreign countries. 22% of have migrated for employment, while 9% have moved to other countries for permanent residence, while being dual citizens. .

Purpose	Female	Male	Total
Employed	5	20	25
Education	53	25	78
Permanent resident (Dual citizens)	5	5	10
Total	63	50	113

Table 8: Foreign migration statistic of the community members
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

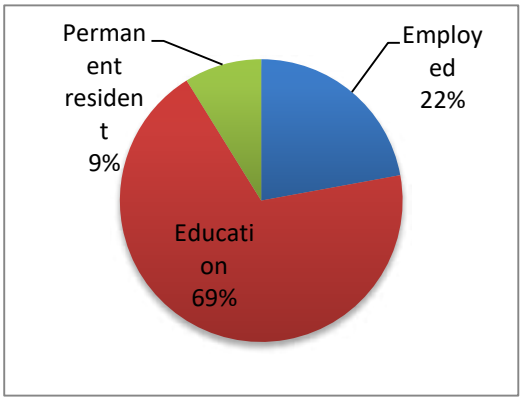


Figure 11: Foreign migration of the community
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

This could be due to the fact that some community members are high-income and upper-middle-class persons who could afford the needs such as foreign education.

1.3.4 Government Social Security beneficiaries

The following data illustrate the prevalence of government social security beneficiaries in this community.

Pension type	Female	Male	Total
Civil Pensions holders	81	91	172
Widows 'and orphans' pension	48	2	50
Total	129	93	222

Table 9: statistics of Government Social Security (Pension) beneficiaries
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

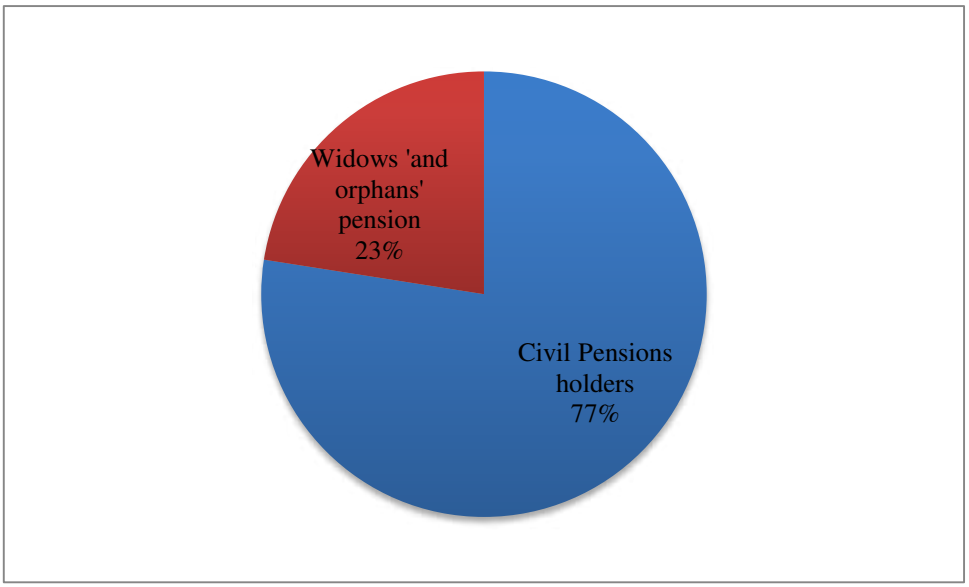


Figure 12: Government Social Security (Pension) beneficiaries
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

There are about 172 senior retirees in this division. There are also about 50 widows and orphans who are entitled to a pension. The total number of pensioners receiving a social security allowance is 222.

Beneficiaries of government Social Service Allowances

The number of families receiving relief from the government in this division is 85. Most of them are Samurdhi recipients.

Name of the Allowance	No. of families
Samurdhi allowance	62
Public assistance allowance	7
Disease Allowances	1
Elderly allowances	15
Total	85

Table 10: Details of the government Social Service Allowances Beneficiaries
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

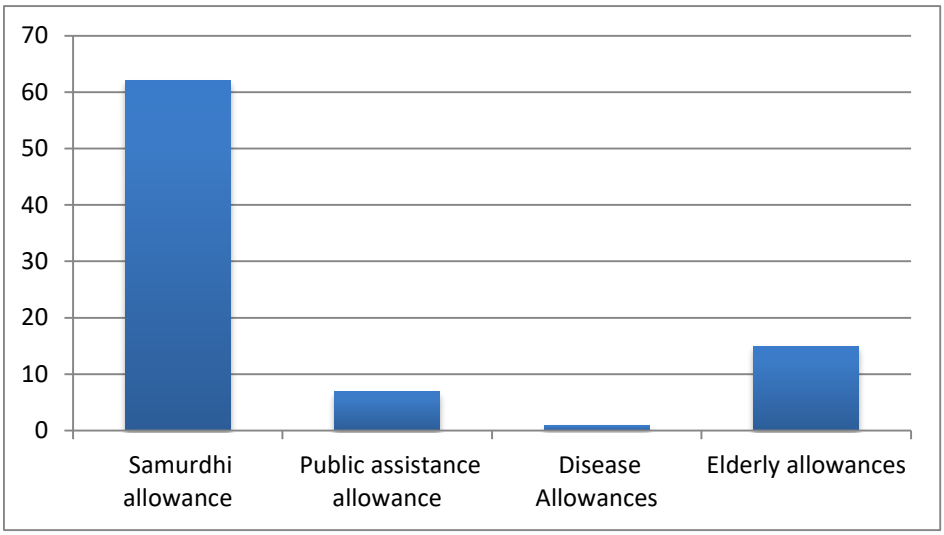


Figure 13: Government Social Service Allowances beneficiaries
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

Out of the families in this community, 62 families are recipients of Samurdhi, a government social service allowance. This is about 5.53% of the total family population of 1122 in this community. The 15 adult beneficiaries are a minority of 0.34% of the total community. Only a very small percentage of government sickness payers are around 0.02%.

1.3.5 Health and Hygiene of Community

1.3.6 Housing, Water, Electricity and Road Facilities

1.3.6.1 Housing

According to the data available with the Divisional secretariat, the number of permanent houses in this GN division is 1056. There is a wide variety of housing types in this area, from shanties to apartment complexes.

Housing type	Number of houses
Families owning their own house	660
For rent / lease	100
Residents of unauthorized lands	26
Number of shared houses	250
Housing Scheme Housing	20
Total	1056

Table 11: Details of the Housing types of community
(Source: Sampath Pethikada 2020. Divisional Secretariat, Sri Jayawardenapura kotte)

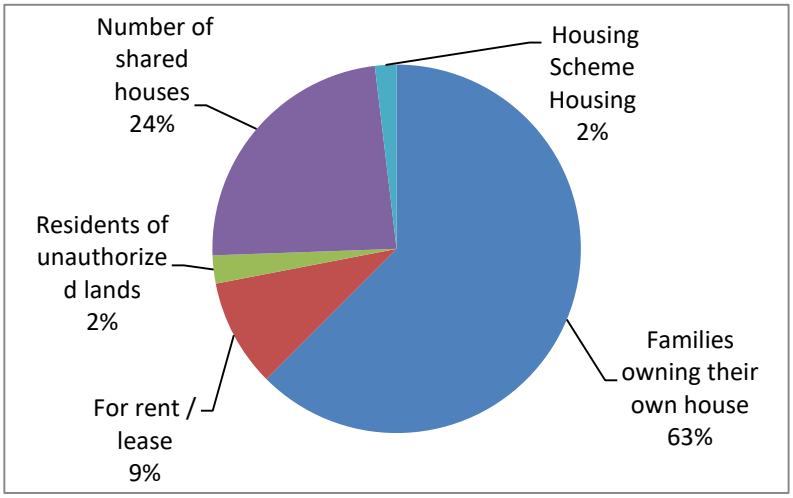

Number of shared houses 24%
Housing Scheme Housing 2%
Residents of unauthorized lands 2%
Families owning their own house 63%
For rent / lease 9%

Figure 14: Housing types of the community

There are 26 unauthorized housing constructions. About 21 families are the occupants of these unauthorized houses located in the lands belonging to the Low Land Development Board. About five other families are living on private land owned by the Walawwa on Ratnajothi Mawatha. Walawwa is a large old mansion usually belonging to conventional elites of the society. The five families are decedents from the worker families of Walawwa and they have lived there for over 4 generations. However, they have no legal title to the land. Discussions are underway between the legal owners and the occupants of the land. The legal owners of Walawwa have offered them either to give 03 perches of the residential land or to compensate them the value of three perches in case they decide to leave the land.

1.3.6.2 Water and electricity facilities

All 1056 housing units including the unauthorized constructions in the area have piped water supply provided by the National Water Supply and Drainage Board. Each of these housing units also has electricity.

1.3.6.3 Road facilities

As the GN division is located closer to the Colombo City, the road facilities have been well developed. Rathanajothi Mawatha and Pichchamal Mawatha roads in this division are carpeted and maintained by the Provincial Road Development Authority. Galpotta Road, Walawwatta Place, Sudarshana Mawatha, Kirimandalamawatha, Walter Gunasekaramawatha, Rodrigu Mawatha, Malwatta Road, Swarna Place, Liyanage Mawatha, Narahenpita Road, 6th Lane, Nawala Road, Samagi Mawatha and NuwarawattaRoad also carpeted.

Millagahawatta Road and Nawala Avenue are paved with interlocking stones. All these roads are maintained by the Kotte Municipal Council.

1.3.7 Industry and Agriculture

Agriculture is a limited household level activity as this is an urban community. This area belongs to the Udahamulla Agrarian Services Division and belongs to the Nawala Agricultural Research and Production Assistant Division. There are no tanks, anicuts etc. in this Grama Niladhari division. The main stream in this administrative division is the Heen Ela. The Kirula canal flows from the south. But the water in these canals is polluted and its water cannot be consumed. There are no paddy lands in this division. Also, there are no people who have make a living from agriculture. However, there are three families who manage poultry as a household industry. There are some families who do a little home gardening at the household level and there are some families who have few hens in the household to get the eggs as they need at home. However, there are no families engaged in cattle farming. Also, there are no fishermen in the community.

Other industries

Industry	Small-scale industrialists	Medium scale industrialists	Large scale industrialists
Tin Fish Industry	1	1	
Tile industry			5
Paint industry			2
Gem industry		1	
Concrete industry			1
Block stone industry			1
Total	1	2	9

Table 12: Industries classification of the Particular division

There is a wide range of industries ranging from small scale to large scale. Also this area is most famous for its construction materials industry. But there are other industries as well. Some such industries can be listed below.

1.3.8 Natural Disasters

A large swamp of about 107 acres is located in the vicinity of this area. Also, the Heen- Ela flows as one of the boundaries of the Grama Niladhari area. Most of the lowlands in the area are found close to this area. Therefore, this Grama Niladhari Division is a Grama Niladhari area which is also subject to floods. It has been reported that 23 families are at risk of floods. Of these, 15 families have been identified as at high risk, 6 families at moderate risk and 2 families at low risk of flooding.

1.3.9 Identified Community leaders in this community

- Bellanwila Nandarama Thero - Chief Incumbent, Siddhattaramaya
- Baragama Wimaladhamma Thero - Chief Incumbent, Wimala Viharaya
- Mrs. Shanthi Ganepola - Chairman Ranmuthu Women's Society, Chairman Rural Development Society
- Mr. Deshan Sandaruwan - President, Samanala Youth Club

1.3.10 Identified Problems or issues of the Community

- Having a community that has lost a source of income due to the Covid19 situation
- Flood risk
- Lower income community was increased because of the covid-19 pandemic situation
- Dengue menace
- Unemployment(Didn’t have permanent income source)
- Lack of ownership of residential property even if resided for more than 3 generations
- Lack of a playground for the youth of the division
- Lack of a community hall to join in public affairs
- Unauthorized constructions

Chapter-II

2. Strengths and Need assessment

2.1.Introduction

Need assessment identifies the real needs of the community. Identifying these needs will help the community worker identify both the situation and the direction in which it should go. Also, an accurate needs assessment system can identify its weaknesses, strengths, and resources. Then the community worker can move forward successfully.

Here, the student social worker first describes how he or she gained prior knowledge of his or her field of work and how he or she entered the community. He also describes what the need assessment is in this chapter.

In addition to community observation, the student social worker describes the questionnaire methodology, key information interview methodology, sample interview methodology, and Google form methodology used by the community to assess needs and identify resources. In addition, he analyses the results obtained by those methods and lists them as priorities. It also justifies that prioritization. Maslow also theoretically analyses community needs and resources using the theory of hierarchy of needs and systems perspective theories.

2.1.1. Selection of the community

The Student Social Worker used the data available with the Field Agency to compile their corporate observation report and to gain an understanding of the services of the organization and the client community in the area where the organization provides services. There, information was obtained about the religious, cultural, educational, health, economic status of each Grama Niladhari area and the communities living in it and many other areas. There he also consulted the data of 520 Nawala West Grama Niladhari Division.

It was realized that a high percentage 16% of the people in this area are unemployed. Another 4% live as daily wage workers (Kuli weda). Altogether unemployed and daily wage workers constitute about 20%. (See table)

Sector	Number	Percentage
Government and Semi Government	680	19%
Private sector	1588	44%
Industrial sector	15	0%
Service sector	95	3%
Self-employment (Non-agricultural)	45	1%
Daily Wage workers (Kuli weda)	**150**	**4%**
Foreign Employment	25	1%
Other	100	3%
Unemployed	**580**	**16%**
Total	3618	100%

Table 13: Sector-wise employment distribution in the community.
Source: Sampath Pethikada, 2020. Sri Jayawardenapura Divisional Secretariat.

There is significant number of families in the community receiving government welfare assistance (See table). This amounts to 7.6% of households in the community. These allowances are generally provided to poor people. Therefore poverty is a significant social problem in the community.

Name of the Allowance	No. of families
Samurdhi allowance	62
Public assistance allowance	7
Disease Allowances	1
Elderly allowances	15
Total	85

Table 14: Details of the government Social Service Allowances Beneficiaries.
Source: Sampath pethikada Sri Jayawardenapura Divisional Secretariat .2020

Preliminary investigations have revealed that 23 families living in low-lying areas affected by the floods are also living in the area.

Prior to entering the field, the Student Social Worker conducted discussions with officials such as Assistant Divisional Secretaries, Social Service Officers, Counselors, and Environmental Officers at his field agency. In addition, discussions were held with field officers such as the Grama Niladhari in charge of the relevant Grama Niladhari Division and the Development Officer in charge of the division. This helped to have a preliminary preparation and to develop a better understanding on the community. The discussions revealed that a large number of people in this community have lost their sources of income due to the Covid 19 situation and their income level has declined.

The field staff at his community work agency assisted the Student Social Worker in identifying and working with the community, making it easier for him to build relationships with the community.

2.1.2. What is Community Need Assessment?

Community Need Assessment usually identifies and responds to specific social problems in a community. It explains the gaps in the existing service delivery system that need to be filled in to solve the problem. Community-needs assessments can test service access and accessibility as well as service coordination between agencies. At the same time, community-interest assessment identifies existing community assets and resources (e.g., skills, money, time, community organizations) to solve the problem.

The community-need assessment process actively involves the community residents in which they live and is an important step in problem solving and capacity building at the local level. In general, community-needs assessment requires the perspectives of key stakeholders of a community such as community members, service providers, community leaders, community residents, and others.

Community-need assessments can provide data to understand social problems that require special attention, to map the extent of the social problem, extent of resources that are needed to solve it. There are three perspectives on the requirements of a need assessment; perceived need, expressed need and relative need. These needs are defined by what people think of their needs. Each standard varies according to each respondent. Expressed needs are defined by the number of people seeking help and the moments when emotions translate into action. A major weakness of the expressed needs assumes that all people in need seek help. Relative interests are related to equality and differences in population and social pathology must be considered.

2.2. Methodology

2.2.1. Approaches of collect data

Mixed methodology was used in the data collection approach, where both quantitative and qualitative data were collected. Statistical data was collected through both through both secondary and primary sources, quantifying the number of people in the community who have specific needs. In addition, qualitative data collection is essential to better understand the needs and problems of the community. This allows the opportunity to better analyze the needs by comparing the quantitative and qualitative data collected. Also, qualitative data is very important to better understand the needs and problems of the community. Community Data Collection Community needs and issues can be better analysed using both quantitative and qualitative data.

2.2.2. Methods of data collection

Data collection is the systematic process of gathering and measuring information about variables of interest, established to answer research questions, to test hypotheses, and to evaluate results. The data collection of the research is common to all fields of study such as physics and sociology, the humanities, and business. The methods vary according to the discipline, and the emphasis remains on ensuring accuracy and limitations and benefits of the collection method.

Data collection methods and data collection tools are used to make data collection accurate and easy. It usually collects data from respondents using a consistent, uniform and systematic procedure and using same tools. The survey methodology is used to obtain quantitative data and the Focus Group Discussions and Key Informant Interviews were used to obtain qualitative data.

2.2.3. Data collection Tools

Data collection tools are devices / equipment used to collect data, such as a paper quiz or an electronic quiz. Examples of case studies, checklists, interviews, observations, surveys or questionnaires are data collection tools. As research is done in different ways and for different purposes, it is important to determine appropriate tools for data collection. The purpose behind data collection is to capture qualitative evidence that allows analysis to provide convincing and reliable answers to emerging questions and to uncover the reality of the problem / need. Different types of data collection tools can be used for data collection.

The student social worker used five data collection tools in this community needs assessment.

- Existing Records
- Questionnaire
- Focus Group Discussions (FGD) with selected vulnerable groups
- Key Informant interviews((with community leaders)
- Online survey (Google form)

Existing Records

The student social worker observed community-related reports to gather information. For this purpose, he used the Sampath Pethikada (resource book) prepared by the Planning Division of the Sri Jayawardenapura Kotte Divisional Secretariat by collecting community data for the year 2020. It analyzes a wide range of information on the economic, educational, social, and economic and welfare aspects of its community.

While focusing on this community, special attention was paid to data on the employment status of the community. According to the data, 150 people (4% of community members) in this community are daily wage workers who do not have a steady source of income. In addition, 580 people in the community are unemployed. This amounts approximately to 16% of population. Overall, the total percentage of both groups was about 730 persons, which is about 20% of total population.

In addition, there are 62 low income families receive Samurdhi assistance. It is 5.5% of the total number of families. Preliminary data revealed that low income groups are a significant vulnerable group in the community.

Questionnaire

A questionnaire is a research tool consisting of a series of questions aimed at gathering information from respondents. The questionnaire can be considered as a written interview. They can be done face to face, by phone, computer or by mail. Questionnaires provide a relatively inexpensive, quick, and efficient way to obtain a large amount of information from a large sample. Data can be collected relatively quickly as the researcher does not need to be present when the questionnaire is completed.

Questionnaires can be a more cost-effective and effective means of measuring behaviours, attitudes, preferences, ideas, and intentions of a large number of subjects compared to other methods.

A questionnaire could use either or both open and closed questions to collect data. Open questions would generate detailed answers, while closed questions will have options that respondents would choose. This is useful because both quantitative and qualitative data could be generated using a questionnaire.

During this need assessment, the student social worker prepared a questionnaire consisting of 20 questions, which focused on finding information on the needs and problems of the community.

A questionnaire was prepared addressing following areas:

- Socio-economic issues,
- Health problems
- Difficulties in meeting basic needs
- Access to Education
- Infrastructure and resources in the community

This 20-question questionnaire was distributed among the community (one per family). Accordingly, 83 families from the community contributed to the assessment of community needs through this methodology.

Focus Group Discussion (FGD)

Two FGDs were conducted with urban poor people living in the community to understand the realities they face in the community. The two groups lived in two different locations, however they faced issued relating to land ownership and poverty. Through these FGDs student Social Worker attempted to gather in-depth data and information on vulnerable groups in the community, as they may be ignored in a general need analysis.

One group of people were living on a piece of land owned by the Lowland Development Authority without a legal title, while the others were residing on a private land to which they

had no ownership. The student social worker felt that they had special needs and problems tht could be different from the general population. So two separate FGDs were done with them. One discussion was attended by 5 families and the other discussion was attended by 4 families.

The FGDs revealed information about

- Land ownership issues
- Economic difficulties
- Jobs, education and other issues.

These interviews also helped to gain understanding on how the Covid-19 situation adversely affected their livelihoods and how they faced and faced difficulties, including denial of public services due to lack of legal ownership of land.

Online survey (Google form)

Online survey tools or web-based survey tools have become common data collection tools in today's online environment. Scientific and marketing researchers use online survey tools to gather data. The advantage of web technology is that it is useful for planning, developing and obtaining user feedback in a simple way. The origins of web-based surveys can be traced back to telephone interviews, faxes and e-mail surveys (Wright, 2005). Today, web-based research tools have successfully and efficiently replaced their predecessors and become a leading tool for conducting survey research. The use of web-based research tools has surpassed its predecessors in almost every field of study (Zhang, 1999). Google Forms is a cloud-based data management tool used to design and develop web-based quizzes. This tool is provided by Google Incorporation and is available to anyone on the web for free to use and create a web-based questionnaire. Anywhere-anytime-access and other benefits (unlimited surveys, 100% free) make Google Forms a popular product for online survey research.

A questionnaire of 20 questions was prepared and distributed among the community. Twenty members of the student community in the area had responded. This enabled the student social worker to collect data on the mental health of the group.

Key Informant interviews ((with community leaders)

Interviews were conducted with 03 key informants who held top positions in community-based organizations. There were also government field officers working in the community.

Two women and one man participated in these KIIs. The President of the Rural Development Society and the President of the Ranmuthu Women's Society was one key informant. The second person the President of Samanala Youth Club was another key informant. In addition, the Development Officer of this Grama Niladhari Division also participated as a key informant.

Key informants' interviews are qualitative in-depth interviews with people who know what is going on in the community and / or in the relevant field. The purpose of key informative interviews is to gather information from a wide range of people, such as community leaders, professionals, field researchers, and residents who have prior knowledge of the field or community. These experts with their specialized knowledge and understanding can provide an understanding of the nature of the problem or situation and can also make recommendations for solutions.

According to Tremblay 1982, "the term key informant seems to come originally from ethnographic research and is used widely in cultural anthropology. In fact, in its early use in 1939 it was known as 'the anthropological technique" (Tremblay, 1982, p. 98). As described by Skinner "It was regarded as an ideal means of purposeful entrée to a cultural group to focus on identification of its characteristics, when interviewing for research was still a novelty" (Skinner, 2012, p. 26).

2.3.Identify strengths/ needs/ problems

Community Requirements The issues / needs faced by the community collected by the data collection methods can be outlined below.

There were four major categories of problems in the community: (1) Economic, (2) Social and psychological, (3) Health and environmental, and (4) legal. Community needs were related to these problems.

Economic problems were lack of livelihood due to covid19, unemployment, underemployment, and lack of stable source of income. Lack of community resources – not having a community hall, and a playground, unaddressed stress and mental health issues were the second concern. Children and young people were especially vulnerable in this case, as their life styles underwent huge changes in the covid19 situation. Dengue is the major physical

health hazard that community is affected. Also flood is the major environmental problem faced by the community. There are legal problems pertaining to land ownership issues of some community members and their unauthorized constructions.

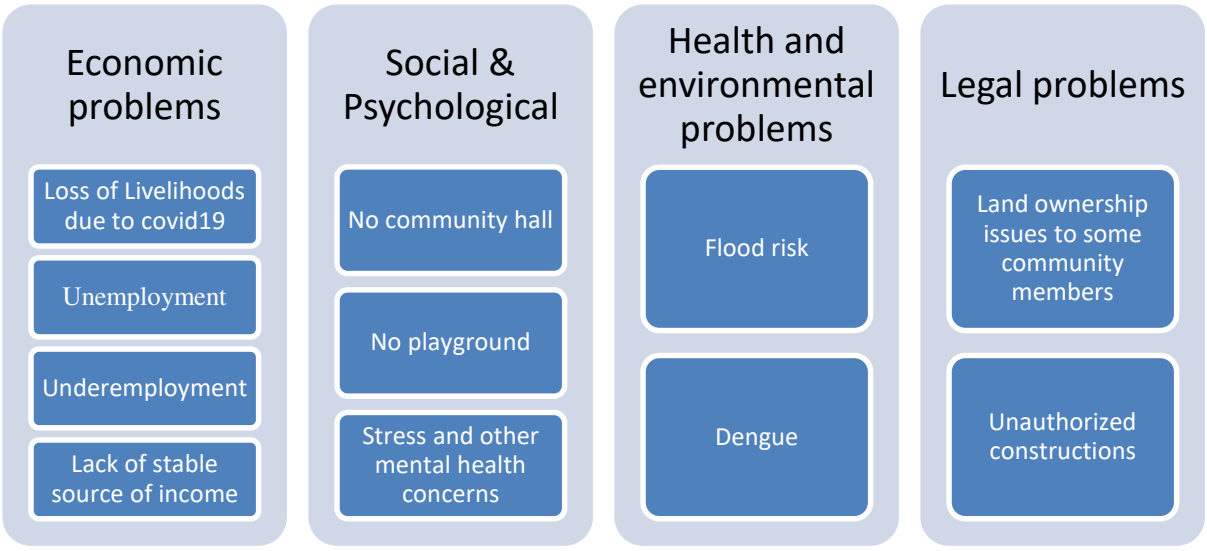


Figure 15: Identified Common Needs/ problems.
Source: Field Data

This was clearly evident in the community survey conducted. 39% highlighted unemployment, 11% highlighted underemployment, 22% highlighted loss of livelihood due to covid19.

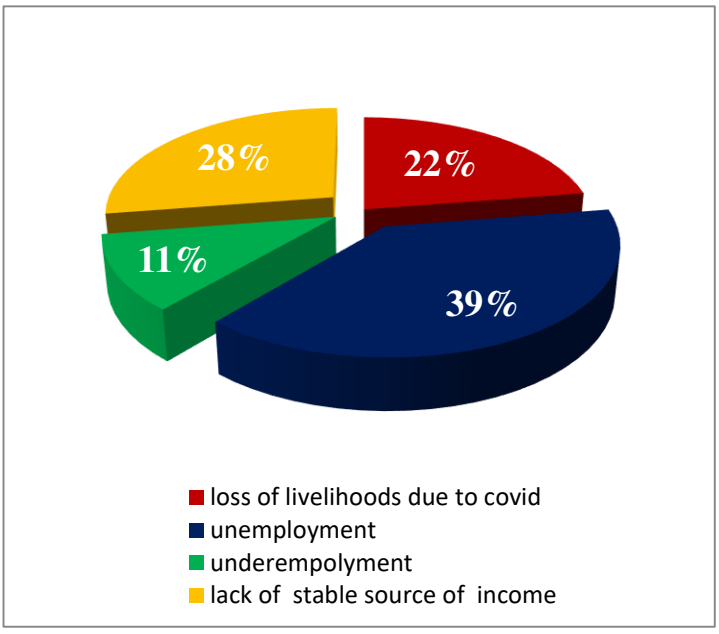


Figure 16: Economic problems

Thus, it appears survey suffer from unemployment or a lack of a stable source of income.

2.4.Need prioritization

- Need prioritization was based on the needs assessment.
- Needs expressed by majority of the community members were given priority, however needs of the sub-groups especially women, and youth were separately considered.
- Economic needs and livelihood impacted by covid-19 were mainly highlighted in all the assessment conducted in the stage 1
- Children and youth in the community had different needs and a different activity was implemented to address their needs.

The resources available in the community and the agency were used in the interventions

Looking at the results of the overall need analysis, the issues / needs found in this community can be listed as follows

- Loss of Livelihoods due to covid19
- Unemployment
- Lack of stable source of income
- Stress and other mental health concerns
- Dengue
- Flood risk
- Land ownership issues
- Underemployment
- Unauthorized constructions
- No playground
- No community hall

2.5.Use of theory in need analysis

The student social worker used Maslow's hierarchy of needs as the theory of this community need assessment. Maslow's hierarchy of needs explain five stages of human needs and how people prioritize them. Maslow attempted to understand what motivates people. He believed that individuals possess a set of motivation related to rewards or unconscious desires. (McLeod, 2007). In 1943, he introduced this concept as a motivational theory in psychology. He identified five motivational needs often shown as five stages in a pyramid.

These five stages include 1. Biological and Physiological needs (air, food, drink, shelter, warmth, sex, sleep), 2. Safety needs (protection from elements, security, order, law, limits, stability, and freedom from fear), 3.Social needs (belongingness, affection and love, - from work group, family, friends, romantic relationships), 4. Esteem needs (achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others), 5. Self-Actualization needs (realizing personal potential, self-fulfilment, seeking personal growth and peak experiences). The theory believes that a person is only concerned about the next phase when they have fulfilled the current phase requirements. Also he said people are motivated to

achieve certain needs. When one need is fulfilled a person seeks to fulfil the next one, and so on.

Self-Actualization Needs
Desire to become the most that one can be
Esteem Needs
Respect, self-esteem, status, recognition, strength, freedom
Love & Belonging Needs
Friendship, intimacy, family, series of connection
Safety Needs
Personal Security, employment, resources, health, property
Physiological Needs
Air, water, food, shelter, sleep, clothing, reproduction

Figure 17: Maslow's hierarchy of needs

2.6.Resources of the community

The resources available in this Grama Niladhari Division can be categorized as follows. Through this needs and strength assessment the student social worker was able to identify the resources and the strength of this community. The identified resources available in 520 Nawala West Grama Niladhari Division can be categorized as follows.

Category	Resource

Health Facilities	• Millagahawatta Maternity and Paediatric Clinic • There are Four private medical centers
Government Educational Institutions	• Nugegoda Divisional Education Office • Presidential Model Primary School
Private educational institutions	• Vidura International School • Vidura Pre-school. • There are 2 tuition institutions in Galpotta Road • English and Tamil tuition institution - Wimalavihara Road
Dhamma schools	• Pragna Pradeepa Dhamma School - Wimala Viharaya • Maliyadeva Sunday Dhamma School - Siddhattaramaya
Religious Institutions	• Siddhathtarama Temple • Wimala Viharaya • Over Commerce Church
Other Government Institutions	• Land Reclamation and Development Corporation
Financial Institutions	• People's Bank- Nawala Branch • HNB Bank - Nawala Branch
Communication Institutions	• Nawala Sub Post Office
Government Social Service Institutions	• Gunasekera Children's Home
Non-Government social service institutions	• St. Lucas Elders Home • Shepherd Hearts Children's Home
Community based organizations	• "Ranmuthu" Women's Society • Rural Development Society - Galpotta Road • "Samanala"Youth Club
Common Facility Locations	• Millagahawatta (Nawala) Public Cemetery and Crematorium

Table 15: Resources of the community

Resource Map

1. Siddhaththarama Temple & Dhamma school
2. 2 Shepherd Hearts Children's Home
3. Over Commerce Church
4. Millagahawatta (Nawala) Public Cemetery and Crematorium
5. Vidura International School
6. Land Reclamation and Development Corporation
7. Nugegoda Divisional Education Office & Presidential Model Primary School
8. Wimala Viharaya & Pragna Pradeepa Dhamma School
9. Gunasekera Children's Home
10. Sub – Post office , Nawala
11. NSD Bank- Nawala Branch
12. HNB Bank, Nawala Branch
13. Vidura Pre-school.
14. St. Lucas Elders Home

Figure 18: Resource Map of the Community

2.7.Use of theory in need resource identification

The student social worker used Social systems theory and Community Resource Systems as a theory of this community resource assessment.

Social Systems perspective

Figure 8.2 A Social Systems Model

Figure 19: A Social Systems Model:
Source: Kirst-Ashman, K K.; Hull, G. H., (2018; 2015). Generalist Practice with Organizations and Communities (7th edition) pages, Cengage Learning)

Every community can be viewed as a *social system* with all of the associated characteristics, including boundaries, homeostasis, stressors, task and maintenance functions, and subsystems. Communities have *boundaries* (borders or dividing lines) that separate them from their environment. These may be political, physical, or psychological boundaries. Political boundaries could be city or village limits. All communities respond to change like any other system. That is, they tend to seek **homeostasis** or **equilibrium** (relative

balance) and attempt to maintain the status quo when threatened by outside *stressors.* Stressors are forces that disrupt the system's homeostasis. eg. Getting married, losing a job, moving to a new community, divorce, illness, and various catastrophes. An event that may be seen as positive for a community (such as an influx of new well-paying jobs) may also create myriad problems for a community. Communities perform both **task functions** and **maintenance functions** as they seek to maintain a range of services, attend to the needs of multiple audiences, and respond to special-interest groups.The relationship between citizens and their community is happens both ways. Individuals, families, and groups use community services, thus helping to justify the existence of those services and contribute their own services to augment those provided by the community itself. Self-help groups offer services not normally available from traditional agencies. Service clubs and similar organizations extend city services by contributing money, time, or person power to projects that benefit the community (Kirst-Ashman, K.K; Hull, G.H, .2015)

Community Resource Systems. (Systems Perspective for Viewing the Community as an Ecological and Social System).

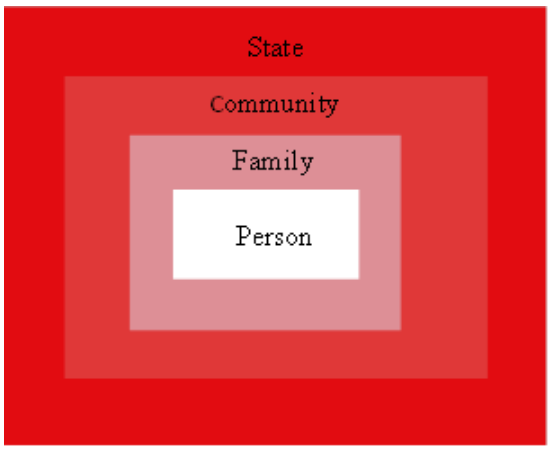


Figure 20: Community Resource Systems (Systems Perspective for Viewing the Community as an Ecological and Social System

The resources and talents that can exist in each of those layers can be illustrated as follows

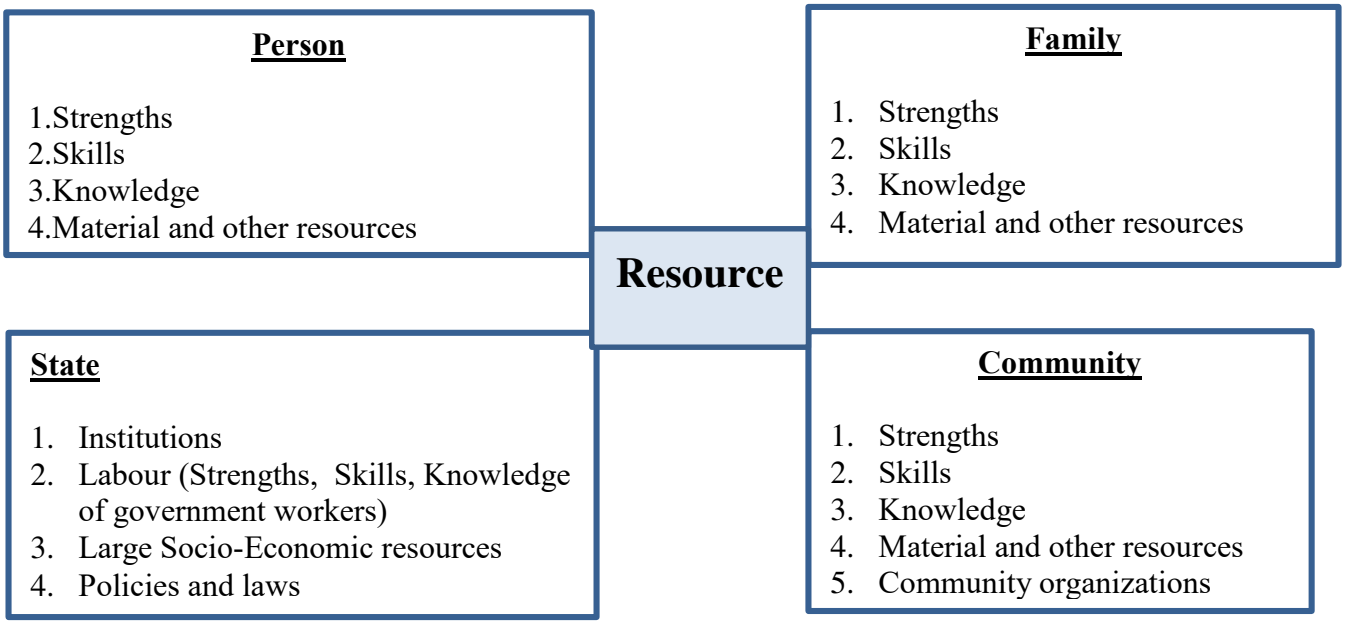


Figure 21: Social Resources system (elaborated)

2.8 Role of the social worker in need assessment

The community social worker has an important role to play in identifying the problems that exist in the community, to assess and prioritize those needs. Thus, the community should be facilitated to discuss their issues before identifying needs. Volunteers also play an important role. Many communities have different socio, cultural religious, economic and social beliefs and attitudes. To assess these needs meaningfully, the student social worker acted in different roles.

In his book 'Community Development' (Jim Ife, 1995) Jim Ife mentions four main categories of the role of the community worker.

1. Facilitative roles
2. Educational roles
3. Representational roles
4. Technical roles in this stage of need assessment.

The Student Social Worker conducted community surveys, focus group discussions, and key informant interviews in these field locations. He also used the Google Form method to assess needs. During this time the student social worker played his role as a social researcher. Technical knowledge of sampling, questionnaire preparation and data analysis were used at this stage to assess requirements.

The student social worker was then able to play the role of facilitator. The student social worker then convened a community meeting where he gave community members an opportunity to share their ideas and discuss about the problems they face. So the student social worker empowered the community to identify their needs and to take action later.

There were various ideas and suggestions from the community. Because of those different ideas and suggestions, the student social worker had to bring them into a consensus and create a background where everyone could agree and work, otherwise the student social worker would find it difficult to achieve the goal. The student social worker was able to learn how to deal with challenges and conflicting opinions. Here he played the role of a mediator. The student social worker was able to act as a mediator in finding appropriate solutions to the different opinions presented by the community in categorizing and prioritizing community needs.

Chapter summary

In this chapter, the student social worker discussed about the needs assessment process and the tools used. He also explained the needs and strengths identified using those methods. The prioritization of identified needs was also justified and the reason for granting that priority was presented. Finally, the role of the social worker was discussed during the need assessment phase referring to social work knowledge base and theories.

Chapter – III

3. Planning and implementation

3.1.Introduction

The process of planning and implementation of activities are discussed in this third chapter. This chapter describes main objective and sub-objectives of the planned project, the activities designed to achieve those objectives, how the community identified those activities and how they worked together to carry out all activities in the community. This chapter also provides an insight into the mobilization of resources for the activity, as well as the timeframe in which each activity was performed.

3.2.Identification of Activities

A meeting was organized by the Student Social Worker with the residents of GN Division 520 Nawala West to identify suitable activities for the community project. At the meeting Student Social Worker presented findings of need assessment to the community members. And then they were asked to brainstorm on suitable activities. Most of the suggestions that came from the community members were social services such as distribution of dry food rations in the context of Covid19. However the Student Social Worker explained the community members that Social Work activities more focus on the empowerment of communities rather than providing social services. He also explained the difficulties in implementing such activities due to resource limitation. However, community recognized and prioritized the importance of addressing socio-economic problems such as unemployment, lack of income, poverty and livelihood related issues in the community. Student Social Worker also highlighted the importance of addressing other needs that came from the need assessment process. And Activities were identified based on the discussion.

3.3.Project objectives

Student Social Worker discussed with the community members regarding the importance of addressing the holistic development of the community, based on the findings of the need assessment. Based on the feedback from the community following primary objective was identified and formulated at the community meeting.

Primary Objective: Improve Health, Nutrition and wellbeing of urban community members

Above primary objective of the project were further divided into three sub objectives as per the activities identified by the community to be implemented.(general objective and specific objectives)

Sub Objectives:

(a) Improve the nutrition levels and strengthen economic capacity of low families through urban home gardening

(b) Improve mental health and wellbeing of students through online awareness programs

(c) Dengue prevention in the community

During the first phase of planning and implementation, the community members involved in the project met at the residence of a community member. They discussed ways to meet their needs within the community. Some community members expressed their views on the need to address socio economic problems, and health problems especially the mental health concerns of children who are sitting for the GCE Ordinary Level and Advanced Level examinations.

3.4. Activities

Training programme on Home gardening
Establish Home Gardening Society
Dengue Prevention Awareness program and Shramadana
Activity
Distribution of home gardening kits and plants
Students Mental Health awareness program –II (For parents)
Students Mental Health awareness program -1

Figure 22: Activities implemented in the project

Activity time frame

No	Month & Week / Activity	August					September					October				
		1st Week	2nd Week	3rd Week	4th Week	5th Week	1st Week	2nd Week	3rd Week	4th Week	5th Week	1st Week	2nd Week	3rd Week	4th Week	5th Week
1	Need Assessment															
2	Preparation of Project Proposal															
3	Educate the community about the project and get their ideas and suggestions															
4	Providing necessary personal and physical resources															
5	training programme on home gardening community															
6	dengue prevention programme															
7	Students mental health promotion programme- I															
8	programme to provide plants and kits for home gardening															
9	Establishment of Home gardening Society															
10	Students mental health promotion programme - II															
11	Follow up Programme															
12	Terminating the project															

Table 16: Activity Time Frame

3.5. Building the Rapport

Student Social Worker built strong relationships and rapport with the community during the need assessment and other activities. The state officials such as the Development officer was especially useful in identifying existing community leaders and volunteers. Verbal and non-verbal communication skills, organizing and planning skills were useful to build the rapport.

3.6. Assigning Roles and Responsibilities for volunteers

After identifying the activities, Student Social Worker discussed with the community members about the human resources that require to implement the activities. In these discussions, community volunteers undertook responsibilities for different tasks related to planned activities.

One of the challenges Student Social Worker faced was that Community members lacked development or empowerment perspective in implementation of the activities, they rather saw activities as something helpful for their day today subsistence. For example, in the gardening project their need for home gardening did not went beyond the consumption of their household, they rarely thought of that they can sell the harvest and earn an income.

In this context, Student Social Worker identified that it was necessary to motivate, to empower and to catalyse them as a community and to meet the needs of the community. The student social worker used a variety of tools and methods during the need assessment and planning phase to motivate community members. He worked with community members in assessing needs, providing knowledge, skills and understanding while also making necessary interventions. He also gained knowledge about the people and how they behave in community. The student social worker used that knowledge in assigning them with responsibilities. The Student Social Worker discussed with the selected team and shared his ideas and suggestions. The student social worker identified the key responsibilities required for the activity. Other activities were carried out giving priority and responsibilities to the selected team.

3.7.Finding out Resources

This community had many needs. Each need required different resources. The student social worker mapped the resources and made a list of the community's internal and external resources. The need assessment process and observations made by the student social worker were used to identify the internal resources of the community. In the first discussion, the Student Social Worker informed the community members about the resources available to them and the resources that they need to obtain from outside.

Figure 23: Internal resources

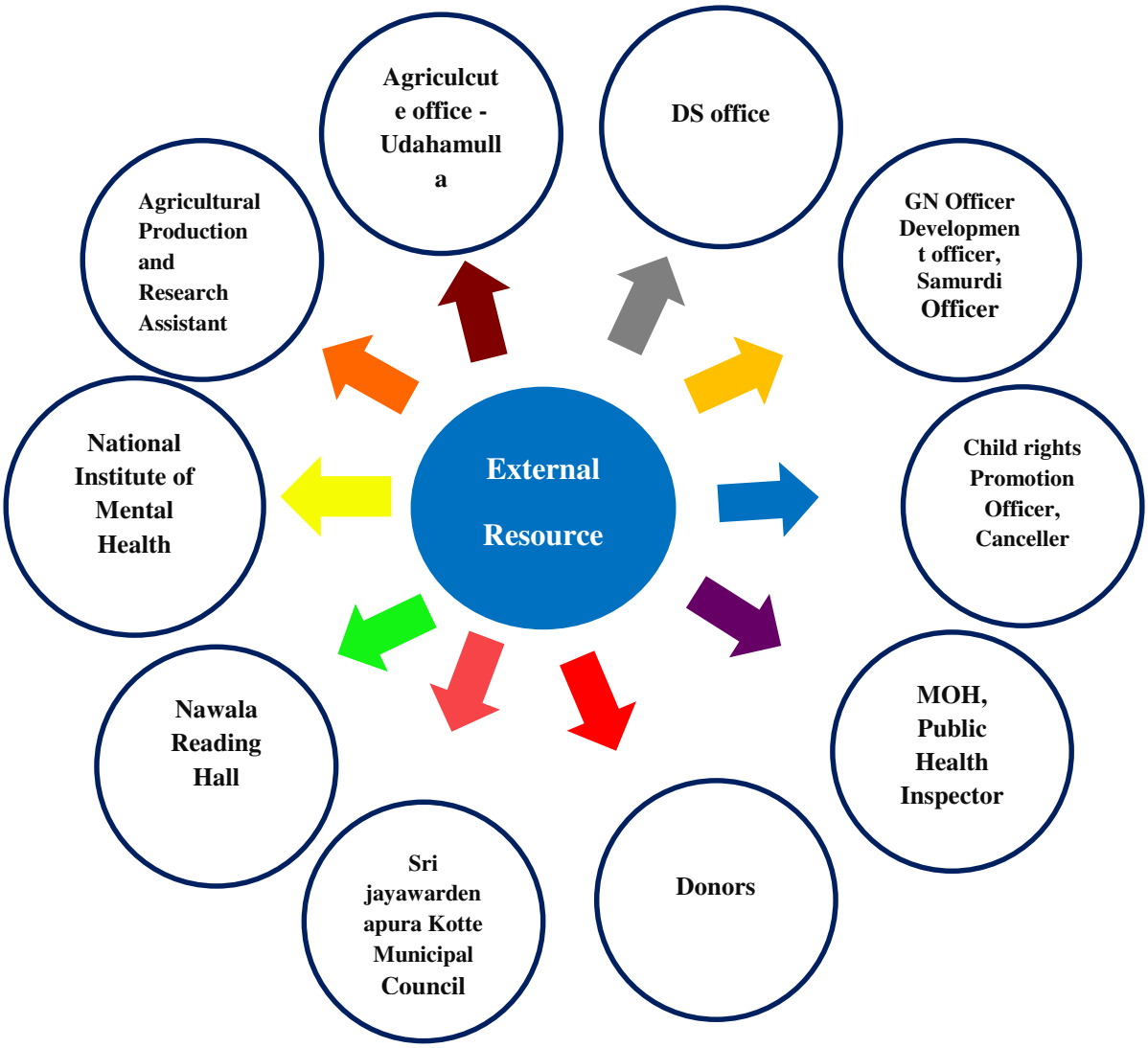

External Resource
Agriculcut e office - Udahamull a
DS office
GN Officer Developmen t officer, Samurdi Officer
Child rights Promotion Officer, Canceller
MOH, Public Health Inspector
Donors
Sri jayawarden apura Kotte Municipal Council
Nawala Reading Hall
National Institute of Mental Health
Agricultural Production and Research Assistant

Figure 24: External Resources

Many community members were unaware of how they can use the resources they had within the community. The above are the major internal and external resources that existed within and outside the Nawala West Community. Community members did not pay much attention to their internal resources as well as external resources. At this stage, the student social worker helped the community members to map their internal and external resources and to think about using them.

Community members decided to use the internal and external resources for fulfil their needs. Community members mobilized the resources with the help of the SSW in their activities. All the community project participants helped planning and mobilizing resources.

3.8. Implementation

Student Social Worker was selected 520- Nawala West Grama Niladri Divisions for his community work practice. Within this community, he selected 25 families for urban home gardening project. Apart from that, another 14 families joined a programme on psychological wellbeing. Altogether there were 39 families who took part at this community work project.
Total number of beneficiaries of this programme is 113 persons.

The activities conducted and the actions taken for the sustainability of those activities can be summarized as follows.

Activities	Plans for sustainability
Training programme on Home gardening	• Connected with Divisional Secretariat and Agricultural officer and Development officer • The officers will provide training and awareness on home gardening, seeds and plants through government projects, NGOs
Distribution of home gardening kits and plants	• Members of agreed to grow plants and share with each other
Establish Home Gardening Society	• Community members agreed to make a constitution • Develop officer agreed to support registration process after 3 months • Board of officers were appointed and Development officer was appointed as the advisor
Dengue Prevention Awareness program and Shramadana campaign	• Community members were made aware, and collective plan was made. However, interventions were postponed due to covid19
Child Mental Health awareness program -1	• Children were given knowledge about mental health exercises to reduce stress in their daily life. Shared the contacts of Counselling officers in Divisional Secretariat, NIMH and NGOs
Child Mental Health awareness program -2	• Elders were made aware about stress of children, and what they can do. • Necessary contacts of resources were shared same as with the children.
Follow up	• Follow up by Development officer in the Agency • Home gardening Society

Table 17: Activities and plans for sustainability

3.9.Community meeting

The student social worker wanted to further identify the problems of the community. A meeting was held with the assistance of the Development Officer of the division. About 20 people from the village attended the meeting on a prior notice. The student social worker got to know some important facts about the problems of the people in the area and their needs. The student social worker was also able to build relationships with the community at the meeting and other interactions. The main purpose of this meeting was to prepare the community for the community project. A team was appointed from among them for future work.

3.10. Data collection

The data was collected in collaboration with the student social worker with the assistance of the committee appointed at the previous meeting and the house of the development officer. Data collection was done using key informant interviews, observations, questionnaires and focus group discussions.

3.11. Prioritizing the needs

After analysing the data obtained, the student social worker made a list of needs/ problems. A priority list was then made following the need prioritization process conducted with the community.

It was then discussed by the student social worker with the committee appointed at the previous meeting and their views and suggestions were sought. At the discussion, it was concluded that a project to improve the health, nutrition and well-being of the community and to improve the household economy in a way that addresses those needs / issues is appropriate.

The participants' community and project activities were then discussed. The student social worker was assigned to prepare a suitable project plan for this purpose.

3.12. Training programme on Home gardening

The training program on home gardening was held on 15.08.2021 at Nawala Reading Hall premises. Agriculture Production Assistant Officer, Agrarian Development Officer and Development Officer in charge of the division participated at this event. It was attended by 25 family members involved in the community project.

First, the objectives that can be achieved through home gardening were explained.

Urban home gardening helps to add nutritious food to family diet, improves mental and physical health of family members engaged in gardening, and creates better landscaping in home gardens. Landscaping plays an important role in urban gardening, as urban housing is more of a built-in environment than the natural environment of the countryside. Edible Landscaping has become a new trend today, combining edible crops with flowers and ornamental plants.

The workshop on how to do urban home gardening and the guidance and awareness session were conducted in two parts.

1. Session - Explaining the objectives and benefits of home gardening
2. session - Awareness on home gardening methods (urban home gardening methods were prioritized)

Session-1 : Explain the aims and benefits of home gardening

- Meet the family's food and nutrition needs as much as possible in their own backyard
- Improving the family food consumption pattern
- Minimize the cost of food for the family
- Maintain food and environmental security
- Can be used for food consumption with or without the use of chemicals or with minimal use of chemicals
- Improving the mental and physical health of family members
- Earn extra income by selling surplus produce

These were explained with examples to the project participants by the Agrarian Services Officer who became the resource person at the event. While the community organized the event, the Agrarian Services officer was a part of the agency. Therefore the event was sustainable and done using community resources. This helped the agency to build stronger relationships with the community that was beneficial to both parties.

Session -2: Awareness on home gardening methods

The space, time and labor required for crop cultivation are the limiting factors in home garden management. Land available for building a garden in an urban environment is very limited. Therefore, the focus has been on cultivating crops using the space available in the vertical space through the simple cultivation techniques introduced by the new agricultural technology. During this second session, project members were made aware of these methods.

- Cultivation tower
- Cultivation bags
- Non-vegetative cultivation boxes
- Cultivation shelves
- Cultivation walls
- Cultivation fence
- Use of disposable pots for pot cultivation

These were some of the techniques that they were given knowledge and training. In addition, they were also made aware of how to choose suitable crops for an urban home gardening, how to prepare soil mixtures, how to prepare other cultivation mediums and using them in home gardening, and how to cultivate seedlings.

3.13. Distribution of home gardening kits and plants

During the program, 25 families involved in the project were provided with planting pots, coir and compost fertilizers required for home gardening and a set of 12 crop plants required to start home gardening. The set consisted of mee, brute, chili, tomato, spinach, turmeric, ginger, curry,

sorghum and other plants. These home gardening kits were donated by a private company and the plants required for home gardening were donated by a private planter. The student social worker coordinated the relevant community and resource contributors.

With the aim of encouraging the community, the Assistant Divisional Secretary, Planning Director, Social Service Officers, Development Officers, Environmental Officer and 520 Nawala West Grama Niladhari of the Sri Jayawardenapura Kotte Divisional Secretariat.

3.14. Dengue Prevention Awareness program and Shramadana campaign

Dengue risk was identified as an existing health problem in the area. Initially it was planned to organize a dengue prevention awareness campaign and a Shramadana campaign to clean the surroundings in order to reduce the Dengue risk. However, in the context of Covid19, government issued health guidelines restricting the gatherings of people. The situation affected the programme. The Shramadana Campaign was cancelled subsequently.

However, with the participation of the community, the student social worker worked to educate the community on the spread of dengue and the measures that can be taken to prevent the spread of dengue. Leaflets provided by the Dengue Control Unit were distributed among the community members.

The purpose of this activity was to minimize the potential impact of dengue on the health and well-being of the community in the area. During the home gardening project, waste containers such as tyers, Yogurt cups, plastic bottles that could become possible breeding grounds for mosquitoes were used for growing plants.

3.15. Child Mental Health awareness program –I

The project was implemented in the context of covid-19 pandemic. People all over the world have been greatly affected by the Covid19 epidemic. Among them, the student communities were identified as a special affected community.

UNICEF estimated that 1 billion students have faced problems in their access to education as the schools in 188 countries around the world have been closed. Meanwhile, nearly 4 million school children in Sri Lanka had lack of access to education as the schools were closed due to Covid19. It has been more than 15 months since schools and institutions of higher learning were closed since March last year. Many countries around the world provide online education through the Internet.

According to the need assessment conducted, many students suffer from depression due to being confined to their homes. In the face of the economic downturn caused by the Covid19, the loss of parents' jobs, the loss of parents, stress and frustration can all contribute to this situation. Children who are looking forward to sitting for the GCE Ordinary Level and Advanced Level examinations are especially prone to this condition. Although they were educated through online education systems, they also lost that opportunity for about two months due to the recent teachers' strike. It can also be assumed that events such as the occasional change in the dates of examinations such as the GCE Ordinary Level and Advanced Level have exacerbated the confusion of the student community.

Teachers do not have the opportunity to identify the trauma of children due to the closure of schools. Children also have limited opportunities to associate with their closest friend or acquaintance. At the same time, opportunities to seek temporary relief for their suffering or pain have been lost in the face of restrictions on social gatherings.

Especially during this time children spend a lot of time focusing on screens like computers, mobile phones and televisions. The situation has worsened and some people have become addicted to screens. In addition, anxiety, drowsiness, insomnia, loss of appetite, overeating, irritability, irritability, restlessness, and loss of mental concentration have been identified as the most common conditions in them.

The purpose of this activity was to help minimize or alleviate such conditions and to maintain good mental health.

Selected students for this program are those studying in GCE Ordinary Level, Advanced Level and Higher Education. The Student Social Worker conducted a pre-discussion on the issues and areas to be discussed in the activity.

This activity was conducted as an online discussion on Zoom technology.
As the resource person Rasika Samanmalee, Lecturer in Social Work, Department of Psychology, University of Colombo, Social Work, who works as a Psychiatric Social Worker at Lady Ridgeway Children's Hospital handled the discussion. The discussion lasted for nearly an hour and a half and was moderated by a student social worker. The discussion focused primarily on the issues raised by the participants

Among the topics discussed the nature of anxiety, mental fatigue and stress, anxiety, excessive and rapid irritability, sleep during online education, problems with sleep at night, screen addiction, anorexia, inability to concentrate the mind on academic pursuits, laziness, irregular eating patterns etc. were discussed.

In addition, the students who participated in the discussion were asked what they needed to know and how to minimize their problems, where the resource person who discussed with them explained how to minimize the problems they face. In addition, they were taught practical exercises that relax the mind and said in their comments that the program was very effective, answering many of the participants' questions.

3.16. Mental Health awareness program –II

The program was designed as an extension of the Mental Health Promotion Program for students. The program was held on that day and was designed for parents at their request after the successful program which was aimed at students studying for GCE Ordinary Level, Advanced Level and Advanced Level.

Mr. Kaushalya Sumathirathna, Assistant Principal, Post Graduate Government School of Educational Psychology participated as the resource person for this program. Like the previous program, this program was conducted as an online program using Zoom technology.

The issues faced by the children studying during covid 19 pandemic, especially the problems faced by the children who are sitting for exams, the mental disorders that the children may be suffering from, how to identify if they are suffering from mental disorders and the possible

steps to be taken if so are discussed. In addition, discussions were held on how parents can support their children these days. Parents involved in the discussion commented at the end of the program that it was a very useful discussion for their children as well as for them. A request was made to hold more such programs in the future if possible.

3.17. Establish Home Gardening Society

The final program of the project was to start a home gardening society. Its main objective was to transform this program into a community-led program.

These included

- Sharing of knowledge and resources by the community
- Helping each other
- Collective gatherings not only for home gardening programs but also for other community programs in the future,
- Promoting home gardening among the community by further promoting the society and involving new members,

There were other objectives were to develop the ability to easily connect to external resources and to create a process of formal connection with external resources.

On the first meeting of the home gardening society, a team of office bearers were appointed. They agreed to prepare a constitution and formally register it with the Divisional Secretariat. A four member committee was also appointed and the Development Officer in charge of the area was appointed as the Patron of the Society.

3.18. Role of the Student Social Worker

The student social worker played various roles in the community in the implementation of the community work project. He linked the agency (state officials), the community members and external and internal resources and acted as a mediator between the community and agency. He also acted as broker who connects resources with the needy people and also mobilized resources and people.

He also convened meetings and facilitated community members to plan, organize and implement the activities in collaboration with other group members. He also formed community groups to continue work and helped community members to implement activities under these groups.

By planning and conducting need analysis he contributed as a researcher as well as a facilitator. Activities were planned along with the community members and their implementation and evaluation were ensured at each step.

He also advocated for the inclusion of vulnerable sub-communities in the community. He had special consultations with such communities including poor people who lacked land ownership, children and women. It was helpful for the community development project to look into holistic development of the community.

Chapter – IV

4. Evaluation

4.1. Introduction

The evaluation process helps to identify factual information about the outcomes of an activity. While evaluation helps to measure the success or unsuccessfulness of an activity, it also helps to plan future activities more successfully. Evaluation can be done in the first stage of a process, in the medium term evaluation, at the end of a process or in the ongoing evaluation. It could help to examine the impact of social work intervention in empowering different types of service users in social work. Social work evaluation methods help people to understand the best ways to access services and empower individuals and communities.

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987).

Systematic assessment of the relevance, adequacy, progress, efficiency, effectiveness, and impact of an activity could include various ways of evaluation. However, evaluations fall into one of two broad categories: formative evaluation and summative evaluation. Formative evaluations are made during program development and implementation, and advice on how to best achieve the program's goals or how to improve the program during the process of implementation. Summative evaluations are conducted at the end of the program to evaluate whether programme reached the intended goals, objectives and expected outcomes.

Type of Evaluation	Purpose
Formative	
1. Needs Assessment	Determines who needs the program, how great the need is, and what can be done to best meet the need. A needs assessment can help determine what audiences are not currently served by programs and provide insight into what characteristics new programs should have to meet these audiences' needs.
2. Process or Implementation Evaluation	Process evaluation examines the process of implementing the program and determines whether the program is operating as planned. It can be done continuously or as a one-time assessment. Results are used to improve the program. A process evaluation of a program may focus on the number and type of participants reached and/or determining how satisfied these individuals are with the program.
Summative	
1. Outcome Evaluation	Outcome evaluation investigates to what extent the program is achieving its outcomes. These outcomes are the short-term and medium-term changes in program participants that result directly from the program. For example, outcome evaluations may examine improvements in participants' knowledge, skills, attitudes, intentions, or behaviours.
2. Impact Evaluation	Impact Evaluation determines any broader, longer-term changes that have occurred as a result of the program. These impacts are the net effects, typically on the entire school, community, organization, society, or environment. Impact evaluations may focus on the educational, environmental quality, or human health impacts of programs.

Table 18: Differences between formative and summative evaluation.
Source: My Environmental Education Evaluation Resource Assistant web site

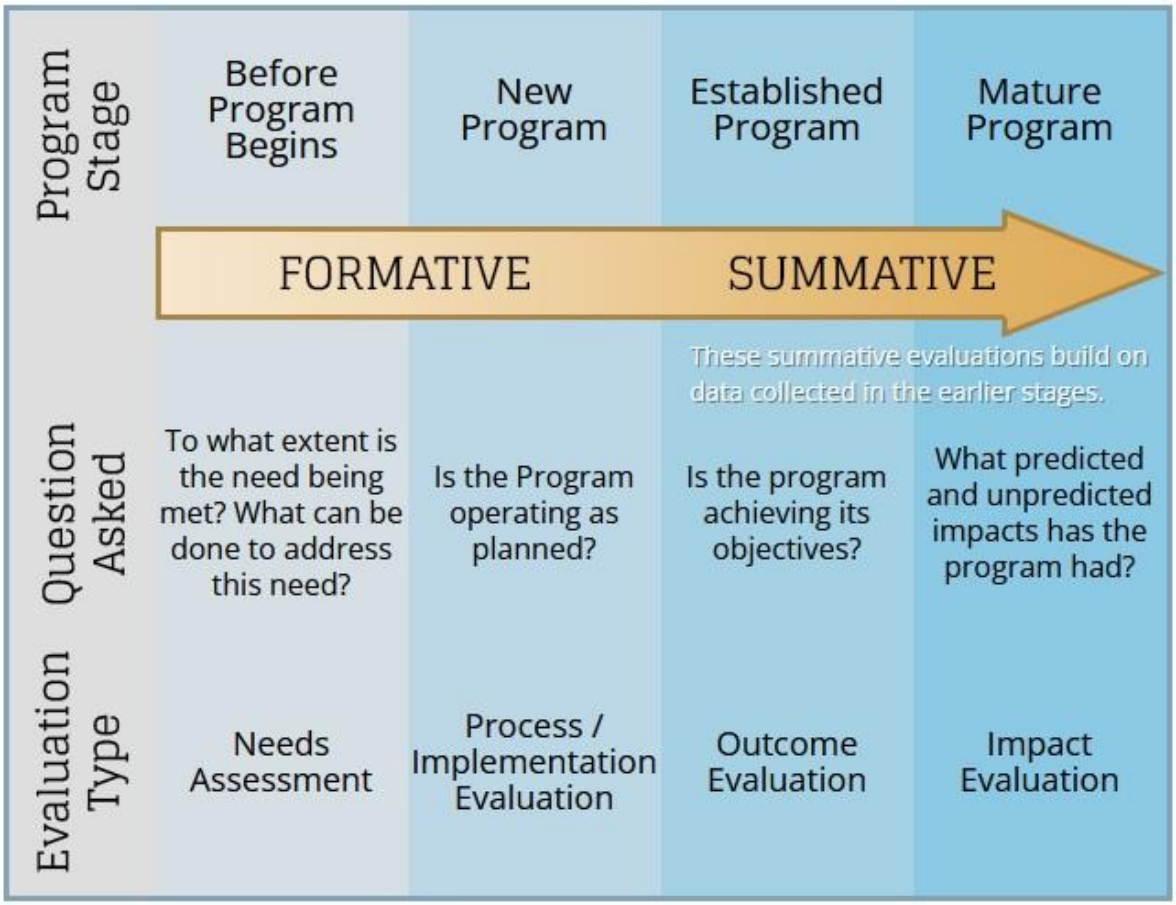

Program Stage
Before Program Begins
New Program
Established Program
Mature Program
FORMATIVE
SUMMATIVE
These summative evaluations build on data collected in the earlier stages.
Question Asked
To what extent is the need being met? What can be done to address this need?
Is the Program operating as planned?
Is the program achieving its objectives?
What predicted and unpredicted impacts has the program had?
Evaluation Type
Needs Assessment
Process / Implementation Evaluation
Outcome Evaluation
Impact Evaluation

Figure 25: Formative and summative evaluation at various stages of project implementation. Source: My Environmental Education Evaluation Resource Assistant web site

A well-planned and carefully executed evaluation is more beneficial to all stakeholders than a hasty and retrospective evaluation. Although it may seem that one does not have the time, resources or expertise to conduct an evaluation, early preparation and careful planning about the evaluation will help to navigate the evaluation process.

First of all, evaluation is part of the development of a programme. When a decision is made to develop a programme we would start by conducting a needs analysis, we would find out what the community need. Based on the needs, we would then develop the programme: drawing the aims and objectives, selecting content, making decisions concerning approaches and methods for teaching and learning, writing instruments. Evaluation here would mean establishing the parameters for revisions of all of these programme elements, to ensure on-going improvement success. In this case, during and after each activity of the project and at the end the whole project, the outcomes and impact were evaluated.

4.2. Methods used in Evaluation

The student social worker evaluated his work by self-evaluation and feedback from his supervisors. The student social worker also evaluated his work with community members. Their ideas were valuable to the student social worker.

Evaluation is a process. Community work is a group of activities carried out in partnership with several parties. Successful community work results cannot be achieved without the support of all parties to the process. Therefore the evaluation process should also be done with all the parties involved in the work. Several methods were used in the evaluation process with different parties.

Who	Method of Evaluation	When	Output
Student Social worker	• Observations • Discussions	Concurrent	• Learning Journals • Reports
Supervisors	• Discussions • Journals/ Reports • Progress reviews	Concurrent and after the project	• Learning Journals • Reports • Success of community work project
Participants	• Discussions • Evaluation Forms	Concurrent and after the project	• Success of community work project • Sustainability of project
Agency officers	• Evaluation forms • Observations • Discussions with participants	Concurrent and after the project	• Success of community work project • Sustainability of project

Figure 26: Planning evaluation process.

4.2.1. Evaluation after every activity (concurrent Evaluation)

At the end of each activity, the student social worker received written evaluations, comments and suggestions from the participating community project members. In addition, further suggestions and evaluations were obtained, sometimes in consultation with them. Discussions on the program were also systematically sought from resource persons and corporate representatives who attended the event. Evaluation of online programs, evaluation leaflets obtained through Google Form technology. The student social worker considered those ideas and made positive changes in planning the next activity and future activities. At the end of each activity, it was clear that the student social worker's evaluation of each activity led to the advancement of future activities.

4.2.2. Observation

The student social worker observes community members as groups and as individuals. He also conducted informal interviews with family members. Feedback on the project was also received from corporate officials. They also visited their homes during the project and monitored the progress. A study has been done on the past and present situation. Institutional officials were sometimes involved in those observations. These observations were also used by the community as a tool to further involve and encourage the project. The student social worker was able to identify the community's interest in the project as a whole, how to make the most of the results obtained from it, and identify the community's response as a whole to identify shortcomings and areas that need to be addressed.

4.2.3. Process evaluation

The process of community work is evaluated in four stages. In this evaluation process, the work done in the community is evaluated separately. Community members set goals to achieve priority needs as a common goal.

Activities	**How it was achieved**	**limitation**
Phase 1		
Selection of community	Discussions and guidance from faculty supervisor, Divisional Secretary, Assistant Divisional Secretary, Social Service Officers and Development Officers	Delay in choosing the community and subsequent limited time to work with the community
Observation and understanding the community	Observations with community members, formal and informal discussions with community leaders	Physical meetings were limited due to existing covid19 situation

	and discussions with government field officers. Use of secondary data (such as Sampath Pethikada)	Community members also had limited time
Planning Needs Assessment (Survey, Observations, Interviews, Community Meetings)	Questionnaire and data collection tools were designed and reviewed based on discussions with community members and supervisors Advice and guidance from agency filed officers	Restrictions on physical meetings and limited opportunities to hold physical meetings due to health regulations pertaining to existing Covid19 context Limited time available to community members Community expressed fears for physical meetings
Data Collection	Questionnaire	Though sufficient secondary data were available, the pandemic situation might have caused considerable changes
Data analysis and identification of community needs	Community needs were identified through the analysis of secondary and primary data including discussions and questionnaires	No specific limitations
Phase 02		
Prioritized needs	Having a meeting with community and presenting the findings of the need assessment, prioritizing needs based on community consultation and findings of the assessment	Community members wanted to add new needs that did not came from the need assessment based on their priorities, time and existing conditions
Phase 3		
Planning	Discussing with field officers and core team members and planning activities Getting community approval for certain activities and selecting suitable dates and time	Having to postpone and change activities according to prevailing and changing conditions
Having a team of community members to implement the project	Giving responsibilities Getting their assistance	Not accomplishing tasks due to their private work, Activities not happening and getting delayed as per the time frame Disagreements among the team members

Finding resources	observations, need assessment, support of field officers and academic and field supervisors, occasional use of personal relationships of student social worker, support of community, adjustability of activities and methods to reach the intended goal	Lack awareness among community members about the resources, and opportunities they have, not knowing the resources they could acquire and method of acquiring, lack of awareness
Implementation of activities	Community, work group, agency field officers, other officers in the agency, resource persons and student social worker	
Phase 4		
Evaluation of activities	Review meetings with student social workers and community members	None
Community evaluation	Informal discussions with community members and teachers	None
concurrent	Giving responsibilities for future work	None
Follow up	Delegating community members in the management committee responsible for follow up work	None
Terminating	Summarizing the work of SSW. Thanking all the people who cooperated with SSW.	None

Table 19: Acivities, their success and their limitations

4.3. Indicators and outcomes and outputs

The following table describes activities implemented in the programme, their objectives, indicators and outcomes and outputs of the project. This table was used to evaluate whether the programme was able to achieve intended objectives and outcomes.

Activity	**objective**	**Indicators**	**Changes happened (Outcome and output)**
Training programme on Home gardening	To provide an understanding on skills and knowledge on home gardening	Participant feedback	1. Participants expressed their appreciation 2. Participants received new knowledge on urban gardening that they were unaware of previously
		Use of knowledge and skills during the home gardening project	1. cultivation Towers were made 2. Soil mixtures were made 3. Cultivation racks were made using rainwater guttering 4. Plants were cultivated in waste baskets such as waste vehicle tyres and yogurt cups

Distribution of home gardening kits and plants	To encourage community members to start home gardening	Home garden kits are used in the home gardening project Feedback of these who received plants and kits	1. Home gardening kits and plants were used in the home gardening project 2. Volunteers agreed to provide more plants to other community members 3. Sharing plants was identified as an activity of the home gardening society
Establish Home Gardening Society	To ensure project sustainability and mutual support during the project	Appointment of office bearers	1. Office bearers were elected 2. They supported the successful implementation of the project, including regularly informing the community members 3. Organizing meetings 4. Providing refreshments to the meeting participants
		Active participation of the members and work done by the society	1. They supported the successful implementation of the project, including regularly informing the community members 2. Organizing meetings 3. Providing refreshments to the meeting participants
		Sustainable functioning of the organization	1. Plans were made by the members to have monthly meetings and to appoint office bearers annually 2. To make a constitution for the home gardening society 3. Plans to register the organization
		Acceptance among the community members and state institutions	1. Divisional Secretariat officers agreed to provide support in registration after 3 months 2. Development officer was appointed as the advisor
Dengue Prevention	To empower community	Feedback from community	1. Participants appreciated the Dengue prevention programme

Awareness program and Shramadana campaign	members to take action on Dengue prevention and organize community actions to take	members, and their active participation in awareness raising	2. Shared their concerns on importance of addressing dengue epidemic and discussed about how unplanned urban infrastructure has impacted on dengue spread 3. Community members also supported distribution of leaflets
		Use of their knowledge to reduce dengue epidemic	1. Participants used waste baskets and tyers that create breeding grounds for mosquitoes as the home gardening pots
		Organizing the Shramadana campaign	2. Not implemented due to covid19 restrictions on public gatherings
Mental Health awareness program -1 (For Students)	Improve mental health condition of students and address the challenges they face	Importance of mental health is understood by the participants	1. Participants understood the importance of addressing their mental health while also focusing on their studies
		Stress reducing exercises were introduced	1. Participants enthusiastically appreciated the exercises and said that they are useful in their day today life
		Student concerns were addressed	1. Their challenges were discussed with the psychiatric social worker
Child Mental Health awareness program -2 (For Parents)	Sensitize parents on children's mental health concerns with a focus on covid19 context	Sensitization of parents on importance of addressing mental health concerns of children	1. Parents actively participated in the programme 2. They provided positive feedback
		Parents got to know how to handle issues with children with a sensitivity on day today practical experiences with their children	1. The parents presented their concerns and discussed with the education psychology expert and teacher

Table 20: Indicators and outcomes and outputs

4.4 Role of the Student Social worker

Social worker prepared evaluation forms and they were distributed among the community members. The community members filled the forms and returned. These data were analysed in the process of evaluation. Discussions were held with community members both formally and informally to gather data on the success and unsuccessfulness of the programme. This helped for the successful implementation of the programme and to ensure that it met the intended outcomes.

Student Social Worker planned the project along with the community members and also evaluated the project getting support from them. Also the support received from the agency and other governmental institutions was another indicator that proved the success of the project.

The student social worker's role was important in bringing together the community, connecting them with government agencies, while also evaluating and documenting the progress of each step. The evaluations were often shared with the community members and used for more successful implementation of the project.

Chapter - IV

5. Conclusion and Recommendations

5.1. Context

In this community work field placement, the student Social Worker implemented a community work project in an urban community setting in the suburbs of Colombo city addressing holistic needs of the community. 520 Nawala-West Grama Niladhari (GN) Division is located in Sri Jayawardanapura Kotte Divisional Secretariat area in Colombo District. Around 1100 families and 4500 individuals live in the community. The community is heterogeneous and people from a variety of socio-economic backgrounds constitute the community. The community also included vulnerable subgroups including urban poor community who had faced issues in relation to land ownership and poverty. The community including the vulnerable subgroups such as women, children and urban poor were given special attention, and included each phase of the community development project, empowering them.

The student social worker was attached to the Sri Jayawardanapura Kotte Divisional Secretariat, a government institution that provides administrative, social, welfare, development and other services in the area. Number of social work related state officials are employed at the agency, providing services to the concerned community and other communities in the area. However, there were number of issues in terms of community's access to services provided by the agency, and they were not reached to community in its full potentiality.

The project was conducted at a time that covid-19 pandemic has affected Sri Lanka. During the project period, there were two lockdowns in the country. The start of the project got delayed due to a lockdown and certain activities planned got delayed due to another lockdown in the middle of the implementation of the project. The pandemic contributed to the increase of many socio economic, mental and physical health, and life style issues among the people in an unprecedented manner. Lack of income, interruptions to sources of income, uncertainty about future, lockdowns and other government regulations that restrict public movement, assembly and association were quite common challenges during the period.

5.2. Activities

The project addressed mainly three areas: (1) addressing socio economic needs of the community through an urban home gardening project, (2) an awareness programme to address and sensitize students and their parents on the mental health issues, (3) Dengue prevention programme.

The intended goals of these activities were successfully achieved to a larger extent. However, certain sub activities relating to dengue prevention programme were not implemented due to government restrictions on public gatherings.

The home gardening project was a great success. The community members with the support of Student Social Worker and state officials representing the agency established a home gardening society, and made plans and concrete commitments to ensure sustainability of the project, while the project was planned and implemented by the community members throughout the project period. The urban home gardening supports family economy, increases nutrition of family diet, also improves mental and physical health of those who are engaged. It also contributes to the urban landscaping and beatification urban housing. The student social worker initially acquired support through an external funder to provide some vegetable plants to the community and distributed them among the community members. At the same time, he established a home gardening society and provided knowledge and training to the community members on urban home gardening through the human resources available at the agency. The student social worker was able to bring the resources together and to act like a broker who brings together and mobilize local communities and service providers to ensure community development and their sustainability.

Though the Divisional secretariat had collected and analysed certain information regarding the community, a comprehensive needs analysis had not been conducted in the community. Hence the conducting needs assessment and resource mapping opened up new opportunities. Also the community involvement and participation in the project activities opened up new avenues for community members for collective efforts on community development and to attract the visibility and effectively engage with the state agencies such as Divisional secretariat and state agricultural institutions attracting their support and resource mobilization for community development. The community members who engaged in the community work project shared the resources, knowledge and plants among the community members indicating their solidarity and commitment towards the project, even when the student social worker was terminating the

project. The commitment of members engaged towards the sustainability of the project was much encouraging.

Addressing mental health concerns of students were the second objective of the project. That was also largely achieved. Due to the difficulties the students faced while accessing the online education and absence of physical education and ongoing teachers labour struggles, led to uncertainty and other issues among the student community. And mental health concerns among the students were highlighted after the needs assessment process. A social worker working on mental health and a psycho-social expert conducted awareness sessions to the students and their parents highlighting the importance of addressing mental health concerns along with students' access to education during the Covid19 pandemic. They also provided training and awareness on what could be done at the practical level to reduce stress and other mental health concerns, and how good mental health could be maintained at family contexts and their importance in ensuring children's access to education. In this case, involvement of both students and parents in two separate sessions helped to improve the effectivity of the programme. Both groups were able to voice their concerns separately, and to clarify the issues they had on the subject. Further unintended positive outcomes also happened as the student community met at the sessions, volunteered to share teaching materials and provide volunteer support to share knowledge among the community.

Thirdly the dengue prevention that was planned to be implemented was implemented as a leaflet awareness campaign. The leaflets that explain the importance of dengue prevention and messages that target changing the behaviour of people to ensure Dengue safe environments in the urban surroundings were distributed, and they were made aware of the importance by the student social worker at face to face individual meetings. However, some of the activities such as physical awareness meeting and a Shramadana campaign to clean the neighbourhood was cancelled due to existing restrictions on public gatherings in the covid19 context.

However looking at the all the activities planned, the project could be considered as successfully having achieved its objectives, and empowering communities to build more solidarity and capacity in a pandemic affected situation to improve their socio economic, mental health capacities and enhance mutual help within the community and receive institutional support provided by government agencies more effectively and productively. The project both helped the community members and the agency as it strengthened the rapport between the both parties. The agency named the project as a model project and published the

information about the project in their website and social media platforms. They expect to replicate similar projects in the other communities and expect to recruit future community work projects to conduct similar activities and projects in the divisional secretariat area. The agency made number of positive comments regarding the project.

5.3. Recommendations

Community work in the context of Covid19 pandemic has brought significant challenges to both community members and practitioners. Addressing these challenges and involvement of communities in the projects while also respecting the health regulations have to be further explored and lessons learnt should be documented and shared among the social work community.

In the implementation of community work activities, the vulnerable communities and members should receive special attention. They could be easily ignored in the macro interventions. It is the duty of community workers to ensure that they are adequately included in the community development projects and their vulnerabilities that could have been increased in the covid19 context deserves further attention.

Activities such as urban home gardening is not just an income generation activity. It builds community solidarity, strengthen community support systems and community organization, also contributes to mental health, physical health, nutrition and urban landscaping. Hence such projects require additional attention and promotion could be done very easily using state and community resources.

The mental health in the Covid19 pandemic context should receive special attention. Children, youth and women could be especially vulnerable in this case. The online education is a new opportunity, however its effectivity, access and other aspects require attention and intervention of social workers, while also including mental health perspective into it. We should work to ensure that every child is included in the access of online education and every child deserves safe online environments to access education and their possible mental health concerns should be discussed and addressed through awareness and ensuring access to available psycho social support and knowledge.

Certain physical health concerns such as importance of addressing dengue prevention in urban communities could be ignored as all the state and non-state resources have prioritized the Covid19 health interventions. It is important that holistic health and other interventions are implemented in the community level addressing all important needs especially with a focus on including children, women, elderly, disabled and other vulnerable sub groups.

People in urban poverty, people who lack land ownership could be ignored in the development activities due to lack of documental proof in relation to their residence etc. Social Workers need to work with a sensitivity to include these groups and address their concerns while also understanding limited scope of community work projects are sometimes unable to give a solution to the most pressing issues such as land ownership that require long term attention.

References

Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., Tipton, S. M. (1985). Habits of the heart: Individualism and commitment in American life. New York, NY: Harper & Row.

Evaluation: What is it and why do it? (n.d.). Retrieved from My Environmental Education Evaluation Resource Assistant: https://meera.snre.umich.edu/evaluation-what-it-and-why-do-it

Ife, J. W. (1995). *Community development : creating community alternatives - vision, analysis and practice*. Melbourne : Longman Australia

IFSW. 2014. Global Definition of *Social Work* | International Federation of *Social Workers*.

Kirst-Ashman, K. K., & *Hull Jr*., G. H. (2018). *Generalist Practice with Organizations and Communities*. Boston: *Cengage Learning*.

Kirst-Ashman, K. K., & *Hull, G. H.* (2015) (6th Ed.). Generalist Practice with Organizations and Communities. Belmont, CA: Brooks/Cole, *Cengage Learning*.

Kirst-Ashman, K. K., & *Hull, G. H.* (2012). Understanding *generalist practice*. Belmont, CA: Brooks/Cole, *Cengage Learning*.

McLeod, S. (2007). Maslow's hierarchy of needs. Simply psychology, 1, 1-8.

Norland, E. (2004, Sept). From education theory.. to conservation practice Presented at the Annual Meeting of the International Association for Fish & Wildlife Agencies, Atlantic City, New Jersey.

Pancer, s. M., and Westhues, A. (1989) "A developmental stage approach to program planning and evaluation." Evaluation Review (13): 56-77.

Patton, M.Q. (1987). Qualitative Research Evaluation Methods. Thousand Oaks, CA: Sage

Rossi R H., Lipsey, M. W., & Freeman. H. E. (2004). Evaluation: a systematic approach Thousand Oaks. Call.: Sage Publications.

Secretariet, S. J. (2020). *Sampath Pethikada.* Sri Jayawardenapura Kotte: Sri Jayawardenapura kotte Divitional secretariat .

Skinner, J. (2012). A four-part introduction to the interview: Introducing the interview; Society, sociology and the interview; Anthropology and the interview; Anthropology and the interview–edited. The interview: An ethnographic approach, 1-50.

Tremblay, M.A. (1982). The key informant technique: a non-ethnographic application. In R.G. Burgess (Ed.), Field research: a sourcebook and field manual (pp. 98-104). London: Allen & Unwin.

Wright, K. (2005) Researching Internet-Based Populations: Advantages and Disadvantages of Online Survey Research, Online Questionnaire Authoring Software Packages, and Web Survey Services. Journal of Computer-Mediated Communication, 10.

Zhang, J.-H., Chung, T. D. Y., & Oldenburg, K. R. (1999). A Simple Statistical Parameter for Use in Evaluation and Validation of High Throughput Screening Assays. *Journal of Biomolecular Screening*, *4*(2), 67–73.

References

Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., Tipton, S. M. (1985). Habits of the heart: Individualism and commitment in American life. New York, NY: Harper & Row.

Evaluation: What is it and why do it? (n.d.). Retrieved from My Environmental Education Evaluation Resource Assistant: https://meera.snre.umich.edu/evaluation-what-it-and-why-do-it

Ife, J. W. (1995). *Community development : creating community alternatives - vision, analysis and practice*. Melbourne : Longman Australia

IFSW. 2014. Global Definition of *Social Work* | International Federation of *Social Workers*.

Kirst-Ashman, K. K., & *Hull Jr*., G. H. (2018). *Generalist Practice with Organizations and Communities*. Boston: *Cengage Learning*.

Kirst-Ashman, K. K., & *Hull, G. H.* (2015) (6th Ed.). Generalist Practice with Organizations and Communities. Belmont, CA: Brooks/Cole, *Cengage Learning*.

Kirst-Ashman, K. K., & *Hull, G. H.* (2012). Understanding *generalist practice*. Belmont, CA: Brooks/Cole, *Cengage Learning*.

McLeod, S. (2007). Maslow's hierarchy of needs. Simply psychology, 1, 1-8.

Norland, E. (2004, Sept). From education theory.. to conservation practice Presented at the Annual Meeting of the International Association for Fish & Wildlife Agencies, Atlantic City, New Jersey.

Pancer, s. M., and Westhues, A. (1989) "A developmental stage approach to program planning and evaluation." Evaluation Review (13): 56-77.

Patton, M.Q. (1987). Qualitative Research Evaluation Methods. Thousand Oaks, CA: Sage

Rossi R H., Lipsey, M. W., & Freeman. H. E. (2004). Evaluation: a systematic approach Thousand Oaks. Call.: Sage Publications.

Secretariet, S. J. (2020). *Sampath Pethikada.* Sri Jayawardenapura Kotte: Sri Jayawardenapura kotte Divitional secretariat .

Skinner, J. (2012). A four-part introduction to the interview: Introducing the interview; Society, sociology and the interview; Anthropology and the interview; Anthropology and the interview–edited. The interview: An ethnographic approach, 1-50.

Tremblay, M.A. (1982). The key informant technique: a non-ethnographic application. In R.G. Burgess (Ed.), Field research: a sourcebook and field manual (pp. 98-104). London: Allen & Unwin.

Wright, K. (2005) Researching Internet-Based Populations: Advantages and Disadvantages of Online Survey Research, Online Questionnaire Authoring Software Packages, and Web Survey Services. Journal of Computer-Mediated Communication, 10.

Zhang, J.-H., Chung, T. D. Y., & Oldenburg, K. R. (1999). A Simple Statistical Parameter for Use in Evaluation and Validation of High Throughput Screening Assays. *Journal of Biomolecular Screening*, *4*(2), 67–73.

Annexes

Annex 1: Field Placement Letter Issued by National Institute of Social Development

ජාතික සමාජ සංවර්ධන ආයතනය
தேசிய சமூக அபிவிருத்தி நிறுவனம்
NATIONAL INSTITUTE OF SOCIAL DEVELOPMENT

මුදල් අමාත්‍යාංශය
සමෘද්ධි, ගෘහ ආර්ථික, ක්ෂුද්‍ර මූල්‍ය, ස්වයං රැකියා, ව්‍යාපාර සංවර්ධන හා ඌණ උපයෝජන රාජ්‍ය සම්පත් සංවර්ධන රාජ්‍ය අමාත්‍යාංශය

நிதி அமைச்சு
சமுர்த்தி, வீட்டுத்துறைப் பொருளாதாரம், நுண்நிதிய, சுயதொழில், மற்றும் வியாபார அபிவிருத்தி இராஜாங்க அமைச்சு
MINISTRY OF FINANCE
State Ministry of Samurdhi, Household Economy, Micro-finance, Self-Employment, Business Development

My No. N [redacted]

Your No.

28. 05. 2021.

The Divisional Secretary,

Divisional Secretatiat,

Sri Jayawardanapura, Kotte, Rajagiriya.

Dear Sir/Madam,

Requesting Opportunity for field practice 2016/2020 Batch

The National Institute of Social Development (NISD), functioning under the State Ministry of Samurdhi, Home Economy, Microfinance, Self-Employment, Enterprises Development and Development of Underutilized State Resources, is a degree awarding institute recognized by the University Grants Commission in Sri Lanka. The NISD is the prime Institute in Sri Lanka which trains Professional Social Workers in the Country. Social Work Professional Education is an Integration of class room theoretical learning and practical learning in the field. Among several other programmes institute conducts a four-year Bachelor's Degree in Social Work. After Completion of the 4th year 1st semester, the students are placed in various human service organizations for Field practice.

The present batch of students will commence their Field Practice on 01.06.2021. The duration of the Block Field Practice is six months. These Students have been provided with knowledge on various social sciences on understanding human behavior, provided skills on communication and working with communities to help them to overcome their difficulties and working with community to develop them by conducting community activities. During the placement they will study the function of the organization, the role of social worker in the relevant field and help individuals, families and community to adjust their living situation. The organization can refer the students to the communities which need social work assistance.

I would be grateful to you, if you could grant permission for the following BSW students to engage in the field practice i[redacted]

Coordinator).

ලියනගේමුල්ල, සීදුව.
අධ්‍යක්ෂ ජනරාල්
பணிப்பாளர் நாயகம் - 2882501
Director General

லியனகேமுல்லை, சீதுவை.
காரியாலய
அலுவலகம் - 2882506/7
Office

Liyanagemulla, Seeduwa
ෆැක්ස්
பெக்ஸ் - 2882502
Fax

ඊ-මේල්
இ-மெயில் - nisd@slt.lk
E-mail

S.No	Name of the student/s	Reg.No	Contact details	Name of the Field Supervisor	Name of the Faculty Supervisor
01	Moh [redacted]				

Thank you

[redacted]
S
D
A ic)
National Institute of Social Development

Annex 2: Community Need Analysis questionnaire

වව් ගස්තු මධ්‍යම පුහු මිලුවර් වසමේ ප්‍රජාවගේ පමණ අවශ්‍යතා තොරතුරු විමසීම් පරීක්ෂණය

මහතෙවි පෙරහැර සිසු වන සඳ පුහුල් ආකෘතියය යටතේ ඇති සෞඛ්‍ය.ගෘහ අවශ්‍යතා සංවර්ධන, ජීවනූපාය යෝජනා, වනාන්තර සංවර්ධන හා දැන උපයෝගිතා රාජ්‍ය දේපොල සංවර්ධන රාජ්‍ය ආකෘතියය යටතේ ඇති ජාතික සමාජ සංවර්ධන අධ්‍යයනයේ මිට පෙරැයි සමාජ පැවැත්මේ ප්‍රගතිය සඳහාගෙන වන අතර මෙම අධ්‍යයනය පවත්වනු ලබන්නේ ශ්‍රීලංකා විවෘත විශ්වවිද්‍යාලයේ සිසුන් විසිනි. මෙම පදනා මට අවශ්‍ය තොරතුරු ඔබගේ ඉහළම සහයෝගය ලබාදෙන බවට විශ්වාස කරමින් පහත සඳහන් ප්‍රශ්න ඉදිරිපත් කරමි.

සෙත දායාදවේවා! මගේ මූලාවි ඇති ගෙවල්. මගේ අධ්‍යාපනයටත්. මගේ මිතුරු, අවශ්‍ය පත්වීය හා සොයා ගිටීම් පදනා ඇතිම උදැසන සහේ පළ මුණගැසීමකි. මුණගැසීමේ අවසාන මිනිසා මුණගැසුණු උත්තර දීමට හෝ තෙදිවට සහට මිදුනු ඇත.

මම අපෙක්ෂා කරමි මුණගැසීම අවසානයේ මගේ ගම පදනත් තොතරන්න.

මුණගැසීම තොරේ රහිත් ප්‍රශ්න. 1 වැනි තොරතුරු ගිවිසුම් ඇති තොමැති පොලිස් වාර්තා ලබා ගැනී. 2 වැනි තොරතුරු ඔබගේ පවුලේ සාමාජිකයන්ගේ විස්තර ඉසාසා ඔබේ. 3 වැනි තොරතුරු ඔබගේ පවුලේ ආදායම්. විසඳුම් සහ යෝජනා. ඒවායේ පළමුවන අතරතුර තෙවැනි 4 වැනි තොරතුරු මගේ පවුලේ තොමැති සත්වයාට අදාළ තොරතුරු ද. 5 වැනි තොරතුරු ගෘහ පරිසර සෞඛ්‍ය සහ අවශ්‍යතා සම්බන්ධ තොරතුරු ද. මගේ ඇසුන් ද ලබා ගැනේ.

මෙම මුණගැසීමට විවිධ දිවෙ පැහැ පවතා තොරතුරු ලබාදෙන්නේ ඔබ ය.

මෙම මුණගැසීම පවත්වා ලබා ගන්නා තොරතුරු විශ්ලේෂණය කර තෙමේ පමණක් වෙන අදිරිසත් කෙරෙන අතර, ඔබේ සහභාගිත්වය පිළිබඳ ඔබ ඉතා ස්වේච්ඡාවෙන් සිටින බවත්, ඒවා අවම සිරියට මගේ සහයෝගය සහිත විශ්වාසියක් සැලසුම් සිරිම සහ ප්‍රශ්නවිය සිරිමේ බලාපොරොත්තු වේ.

1 කොටස

(අ) වියතු : උඩ/පහතං/මිට/.....

(ආ) මිනිති : කසරාරු කළ/ කසරාරු නොකළ ගෙඩිල්/ කසරාරු නොකළ තොෂ්ඩිට ගල්/.....

(ඇ) ඔබ රැකියාවල් සහයුකම් ඇත/නැත (උ) ස්ථාවර දුරකතන සහයුකම් ඇත/නැත

(ඈ) තල රළය ඇත/නැත (එ) ජංගම දුරකථන සහයුකම් ඇත/නැත

(ඉ) විදුලිය ඇත/නැත (ඒ) පරිගණක සහයුකම් ඇත/නැත

(ඊ) රෝහලාගිනිය ඇත/නැත (ඔ) අන්තර්ජාල සහයුකම් ඇත/නැත

(උ) මිතකරණය ඇත/නැත

2 කොටස

පවුලේ විස්තර

1. අයෙ ඔබදා/ මිතු/ මුදලියගේ තොරතුරු ගැනේ.....
2. පාරිභෝගිකයාගේ සියලු දැක්ම ගැනේ.....
3. ආහාර සියලු දැක්ම/ ගැනේ.....

ප්‍රශ්නාවලි අංකය : .....

සාමාජිකයා	වයස	අධ්‍යාපන මට්ටම	රැකියාව

3 කොටස

පවුලේ වියදම, ආදායම සහ වත්කම

කාරණය	ගණන
ආහාර	
ඇඳුම් පැළඳුම්	
ඖෂධ	
ප්‍රවාහන	
අධ්‍යාපනය සඳහා පොත්පත් නිල ඇඳුම/බෑග්/සපත්තු පහසුකම් ගාස්තු ප්‍රවාහන ගාස්තු උපකාරක පන්ති	
කෘෂිකර්මය සඳහා බීජ පොහොර වල් නාශක/කෘමිනාශක සත්ත්ව ආහාර ප්‍රවාහනය කෘෂි උපකරණ	
විදුලිය	
ජලය	
භාණ්ඩ මිලදී ගැනීම් ෆ්‍රිජ් විද්‍යුත් උපකරණ ඉවුම් පිහුම් උපකරණ ඉදල්/කොසු වෙනත් උපකරණ	

පුද්ගලික අංකය : .....

දුරකතන අංකය	
බදු කම්	
නව වාර්ෂික උපන් වාර්ෂික	
සමාජ සේවා වාර්ෂික පත්තිරිප්පු	
ස්ථිරභාව/සිංහලවී	
උත්සව අලංකාර	
විශේෂ කරුණු	
ඉතිරි සිටීම් - බැංකු ගිණුම් සිටුවූ අදිය	
ඵලාපල	
එකතුව	

පවුලේ අවධානම

ඉඩම්බන ප්‍රමාණය -යකිය/ නොවේ තාවකාලික/ස්ථාවර	ප්‍රමාණය
සහනාධාර ඇස්තමේන්තු උපරි සමාදීයි	
එකතුව	

ඉඩම් ගිණුම්කම		වාහන ගිණුම්කම	
වගා කරන්නේ		පා සැදිය	
වගා කළ		ගෙවීම් වර්ධිකාලය	
අදාළ		ත්‍රීවරාදු රථය	
ඵලාපල			
එකතුව			

ප්‍රශ්නාවලි අංකය : .....

4 කොටස

පවුලේ සෞඛ්‍ය තත්වය

නිතර සැදෙන ලෙඩරෝග	
පෝෂණ ගැටළු	
මානසික ගැටළු	
ගෘහස්ථ ප්‍රචණ්ඩත්වය (කාන්තාවන්ට/දරුවන්ට)	
වෙනත් කරුණු	

පවුලේ ආහාර වේල	
පලතුරු වර්ග	
පලා වර්ග	
ප්‍රෝටීන් බහුල ආහාර	
ප්‍රධාන ආහාර වේල් ගණන	

විවේක කාලය ගත කිරීමට/විනෝද වීමට කරන දෑ

5 කොටස

කෘෂිකර්මය (බෝග/සතුන් වගාව) සම්බන්ධයෙන් ඔබට ඇති ගැටළු මොනවාද?

.....

.....

.....

.....

පොදුවේ නාවල ඛටහිර ප්‍රජාවටත්, පෞද්ගලිකව ඔබටත් බලපාන වෙනත් ගැටළු මොනවාද?

.....

.....

.....

ප්‍රශ්නාවලි අංකය : .....

.....

.....

ඔබ සිතන පරිදි නාවල ඛාතිර ඉදිරි පරම්පරාවට බලපාන ගැටළු මොනවාද?

.....

.....

.....

.....

.....

එම ගැටළු විසඳා ගැනීමට ඔබ උත්සාහ දරා තිබේ ද? කෙසේද?

ඔබේ මට්ටමින්	
ගමේ සමිති හරහා	
ගමේ ප්‍රභූවරුන් හරහා	
රාජ්‍ය නිලධාරීන් හරහා	
වෙනත්	

ඒ උත්සාහයන් සාර්ථක ද? අසාර්ථකද?

.....

.....

.....

.....

.....

ඔබ සම්බන්ධව සිටින සමිති මොනවාද? සුමන ආකාරයෙන්ද?

.....

.....

.....

දත්ත එකතු කරන්නාගේ නම .....

දිනය .....

පිටුව 5

Annex 3: Need Analysis Questionnaire on Students Mental health (Google Form)

කොවිඩ්-19 තත්වය හමුවේ අධ්‍යාපන කටයුතු වල යෙදෙන සිසුන්ගේ "මානසික නීරෝගීතාවය ආරක්ෂා කරගන්නේ සහ වැඩිදියුණු කරගන්නේ කෙසේද?" - සාකච්ඡා වැඩසටහන් මාලාවේදී සාකච්ඡා කලයුතු කරුණු පිළිබඳව සොයා බැලීම.

ඇතිවී තිබෙන කොවිඩ් -19 තත්වය පාසල් සහ උසස් අධ්‍යාපනය ලබන ශිෂ්‍ය ශිෂ්‍යාවන් ගේ අධ්‍යාපන කටයුතු වලට විශාල බලපෑමක් ඇතිකර ඇත. එමෙන්ම ඔවුන් විශාල වශයෙන් මානසික පීඩා පත්ව ඇතිබව විවිධ මාධ්‍යයන් ඔස්සේ වාර්තා වේ. එබැවින් ඔවුන්ගේ මානසික සෞඛ්‍ය තත්වය වර්ධනය කිරීමටත්, ඔවුන්ට ඇති ගැටළුමය තත්වයන් වලට ගතහැකි පිළියම් සාකච්චා කිරීම මගින් ඔවුන් තුල ධනාත්මක ආකල්ප ඇතිකිරීමටත් සාකච්ඡා මාලාවක් ක්‍රියාත්මක කිරීමට බලාපොරොත්තු වේ. එහිදී සාකච්ඡා කිරීමට අවශ්‍ය කරුණු පිළිබඳව පූර්ව සූදානම්වීම සඳහා මෙම කෙටි සමීක්ෂණයේ දත්ත උපයෝගී කරගන්නා අතර ඒ සඳහා ඔබගේ සහයෝගය අපේක්ෂා කරමි.

M.සඥ්රාස් අසීස්
සමාජ වැඩ ශිෂ්‍ය

1. 01. ස්ත්‍රී පුරුෂ භාවය

   Mark only one oval.

   - ස්ත්‍රී
   - පුරුෂ

2. 2. වයස (අවුරුදු)

Mark only one oval.

- 12-14
- 15-17
- 18-20
- 20 ට වැඩි

3. 03. වර්තමාන කොවිඩ් -19 තත්වය හේතුවෙන් නිවාස වලට සීමා වී සිටීම ඔබට පීඩනයක් ඇති කර තිබේද?

Check all that apply.

- [ ] ඔව්
- [ ] නැත

4. 04. ඔබ හිත මිතුරන් සමග කිට්ටු සම්බන්ධතා පවත්වාගැනීම අඩු වීම නිසා කණගාටුවෙන් පසුවන්නේද?

Mark only one oval.

- ඔව්
- නැත

5. 05. වර්තමාන කොවිඩ් -19 තත්වය හේතුවෙන් ඔබගේ සාමාන්‍ය දිනචර්යාව වෙනස් වී තිබේද?

Mark only one oval.

- ඔව්
- නැත

6. 06. ඔබ වෙනදාට වඩා වැඩි කාලයක් විද්‍යුත් සංනිවේදන මාධ්‍ය සමග කාලය ගතකරන්නේද?

Mark only one oval.

- ඔව්
- නැත

7. 07. ඉහත ප්‍රශ්න අංක 4හි පිළිතුර ඔවු නම් , එම විද්‍යුත් සංනිවේදන මාධ්‍යයන් මොනවාද?

8. 08. ඔබ වෙනදාට වඩා වැඩි කාලයක් නිදාගැනීම කරන්නේද?

Mark only one oval.

- ඔව්
- නැත

9. 09. ඔබ රාත්‍රී නිදා ගන්නා වේලාව වෙනදාට වඩා පසුවී තිබේද?

Mark only one oval.

- ඔව්
- නැත

10. 10. කොවිඩ්-19 හේතුවෙන් ඔබ රාත්‍රී නින්ද නොයාම වැනි තත්වයකට පත්වී තිබේද?

Mark only one oval.

- ඔව්
- නැත

11. 11. ඔබ සාමාන්‍යයෙන් රාත්‍රී නිදා ගන්නා වේලාව සඳහන් කරන්න

_____

12. 12. ඔබ සාමාන්‍යයෙන් උදෑසන අවදි වන වේලාව සඳහන් කරන්න

_____

13. 13. ඔබ මේදිනවල දිනකට කොපමණ කාලයක් නින්ද සඳහා වැයකරනවාද? (දිවා සහ රාත්‍රී සම්පූර්ණ නින්ද සඳහා යොදාගන්නා කාලයන්හි එකතුව මෙහි සඳහන් කරන්න)

_____

14. 14. ඔබගේ රාත්‍රී නිදාගැනීමේ කාලය කොපමණද?

_____

15. 15. ඔබට මාර්ගගත අධ්‍යාපනයේ යෙදීමට අලස බවක් දැනෙන්නේද?

Mark only one oval.

- ඔව්
- නැත

16. 16. ඔබට මාර්ගගත අධ්‍යාපන කටයුතුවලදී නිදිමතක් දැනෙන්නේද?

Mark only one oval.

- ඔව්
- නැත

17. 17. ඔබ ඉදිරි අධ්‍යාපන කටයුතු(විභාග වැනිදේ) පිළිබඳව අවිනිශ්චිතතාවයකින් පසුවන්නේද?

Mark only one oval.

- ඔව්
- නැත

18. 18. විභාග වැනි දේ සඳහා තවමත් නිශ්චිත දිනයක් නොමැති නිසා " තව කල් තියෙනව පාඩම් කරන්න" වැනි දේ සිතමින් පාඩම් කිරීම වැනි අධ්‍යාපන කටයුතු කල්දමන්නේද?

Mark only one oval.

- ඔව්
- නැත

19. 19. ඔබ ඔබගේ අනාගත අධ්‍යාපන කටයුතු අඩාලවේයයි බියකින් පසුවන්නේද?

Mark only one oval.

- ඔව්
- නැත

20. 20. ඔබ ඔබගේ අනාගත අධ්‍යාපන කටයුතුපිළිබඳව අවිනිශ්චිත තාවයකින් පසුවන්නේද?

Mark only one oval.

- ඔව්
- නැත

21. 21. වර්තමානයේදී ඔබ දිනකට කොපමන කාලයක් විවේක ගන්නවාද?

_____

22. 22. විවේක කාලයේදී ඔබ සිදු කරන කටයුතු කෙටියෙන් සඳහන් කරන්න.(රූපවාහිනිය නැරඹීම. පරිගණක ක්‍රීඩා කිරීම, පොත් කියවීම වැනි දෑ)

_____

_____

_____

_____

_____

23. 23. ඔබ තුල මේ දිනවලදී පවුලේ අය සමග නොරිස්සුම් සහගත තත්වයක් ඇතිවී තිබේද?

Mark only one oval.

- ඔව්
- නැත

24. 24. ඔබ තුල මෙම දිනවලදී ඉක්මනින් කේන්තියාම, අධික ලෙස කෝප ගැනීම වැනි තත්වයක් වර්ධනය වී තිබේද?

Mark only one oval.

- ඔව්
- නැත

25. 25. ඔබට මානසික සුවතාවය වර්ධනය කරගන්නා ආකාරය පිළිබඳව සාකච්ඡාවටකදී වැඩි දුරටත් දැනගැනීමට අවශ්‍ය කරුණු මොනවාද? (උදා: කාල කළමණාකරණය, මානසික පීඩනය අඩුකරගැනීම)

26. 26.තවදුරටත් ඔබට දැනගැනීමට අවශ්‍ය කරුණු සහ වෙනත් දේ තිබේනම් මෙහි සදහන් කරන්න

This content is neither created nor endorsed by Google.

Google Forms

Annex 4: Family information sheet of project participants

(01). නම :.....

(02). ලිපිනය :.....

.....

(03). දුරකතන අංකය :.....

(04). පවුලේ තොරතුරු

පවුලේ සාමාජිකයන් ගණන :.....

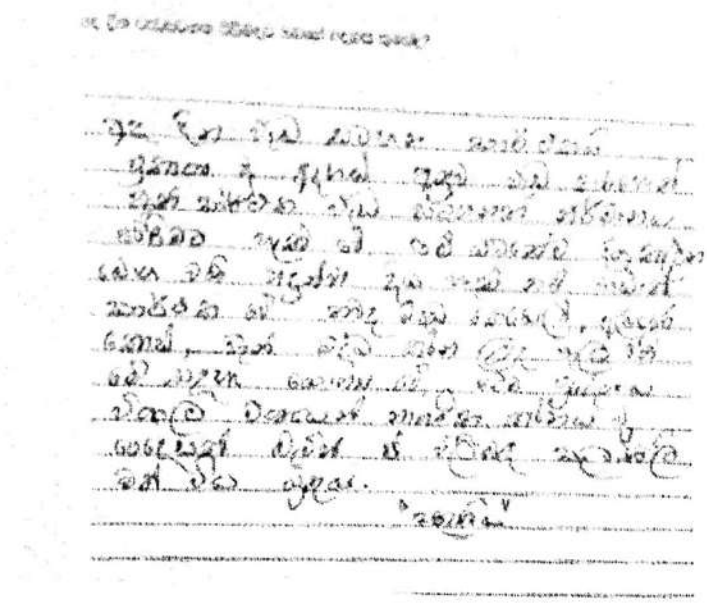
	නම	වයස (අවු:)	ස්ත්‍රී/ පුරුෂ භාවය	වෘත්තිය
01				
02				
03				
04				
05				
06				
07				
08				
09				
10				

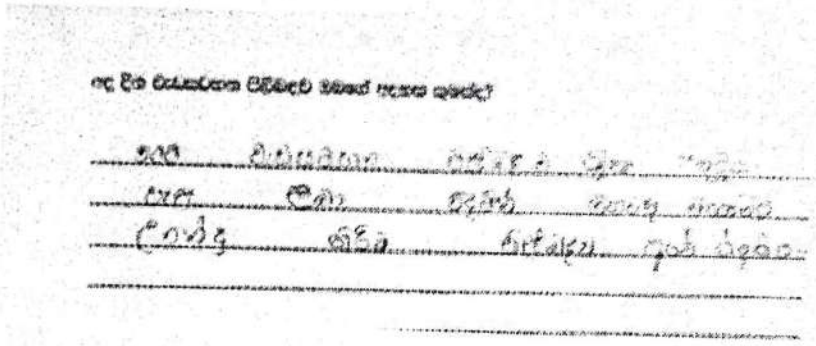
අත්සන : .....

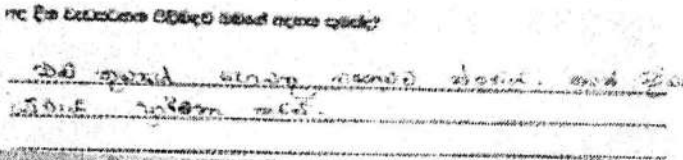
දිනය :.....

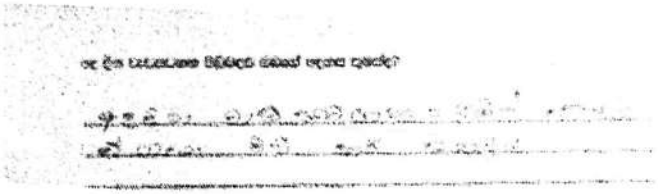
Annex 5: Photographs of the event of distributing Home gardening kits and plants

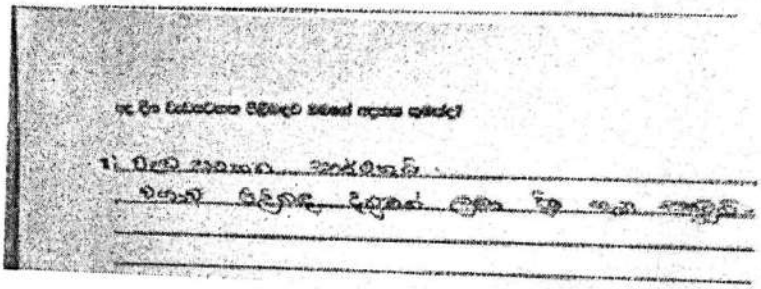
Annex 6: Feedback from Community members











Annex 7: Web post published by Divisional Secretariat on the home gardening project

Divisional Secretariat Sri Jayawardanapura Kotte
18 Oct 2021 ·

"ප්‍රජා වැඩසටහන් තුළින් ප්‍රජාව බල ගන්වමු" යන ආදර්ශ ව්‍යාපෘතියට සමගාමීව සිදුකල, නාවල බටහිර ග්‍රාම නිලධාරී වසමේ පවුල් 25ක් සඳහා නාගරික ගෙවතු වගාවට අවශ්‍ය උපකරණ කට්ටල සහ පැළවර්ග බෙදාදීමේ විශේෂ අවස්ථාව.

.....

ව්‍යාපෘතිය හැදින්වීම-
ප්‍රාදේශීය ලේකම් කාර්යාලයට අනුයුක්තව ප්‍රජා වැඩ පුහුණුව සිදු කරන
ජාතික සමාජ සංවර්ධන ආයතනයේ සමාජ වැඩ පිලිබඳව ශාස්ත්‍රවේදී උපාධිය හදාරන අවසන් වසරේ ශිෂ්‍යයකු වන මොහමඩ් සෆ්රාස් අසීස් ශිෂ්‍යයා විසින් සැලසුම් කර ක්‍රියාත්මක කරනු ලබන මෙම ව්‍යාපෘතිය හරහා ප්‍රජාව අතරට ගොස් ප්‍රජාවේ අවශ්‍යතා පිළිබඳව තක්සේරුවක් කොට, හඳුනා ගත් ප්‍රජා අවශ්‍යතා සඳහා ප්‍රජාවේ සහ ආයතනික සම්පත් ද, ප්‍රජා සාමාජිකයන්ගේ සහ නිලධාරීන්ගේ දායකත්වය ලබා ගනිමින් ජනතා සුභසිද්ධිය සඳහා විවිධ වැඩසටහන් සංවිධානය කර ක්‍රියාත්මක කිරීම සහ ප්‍රජා සාමාජිකයන්ගේ සහ නිලධාරීන්ගේ දායකත්වයත් ලබා ගනිමින් එම වැඩසටහන් සංවිධානය කර ක්‍රියාත්මක කිරීම

අරමුණ - ප්‍රදේශයේ පවුල්වල ගෘහ ආර්ථික මට්ටම සංවර්ධනය, පෝෂණ මට්ටම වැඩි දියුණු කිරීම සහ නිරෝගී ප්‍රජාවක් බිහිකිරීම.

පළමු වැඩසටහන(කෘෂිද්‍රව්‍ය බෙදාදීම)
දිනය- 2021.10.08

ස්ථානය - රත්නජෝති මාවත, වලව්වවත්ත ප්‍රදේශය,
ශ්‍රී ජයවර්ධන පුර කෝට්ටේ

මගපෙන්වීම සහ අධීක්ෂණය - ශ්‍රී ජයවර්ධනපුර කෝට්ටේ ප්‍රාදේශීය ලේකම් කාර්යාලයේ සහකාර ප්‍රාදේශීය ලේකම්තුමිය, සමාජ සේවා නිලධාරී, අරුණ සමන් මහතා සහ අසංග වික්‍රම මහතා, කොට්ඨාශයේ සංවර්ධන නිලධාරිනී චන්දිමා දමයන්ති මහත්මිය.

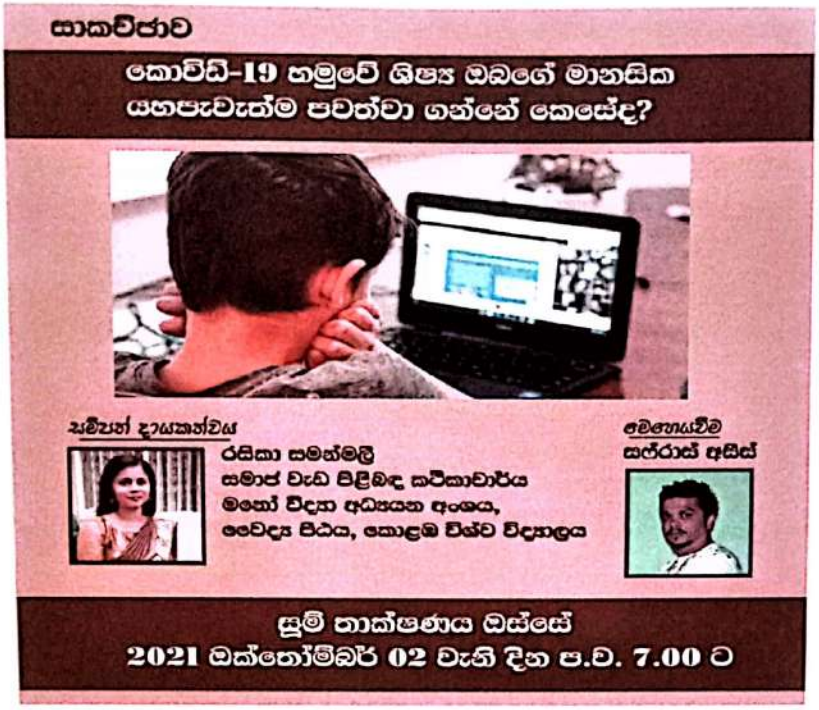
සහභාගිත්වය- ශ්‍රී ජයවර්ධනපුර කෝට්ටේ ප්‍රාදේශීය ලේකම් කාර්යාලයේ සහකාර ප්‍රාදේශීය ලේකම්තුමිය උමේෂා මධුවන්ති මෙනවිය, සහකාර අධ්‍යක්ෂ (ක්‍රමසම්පාදන) වසුන්දරා කහදව මිය, සමාජසේවා නිලධාරීහු වන අරුණ සමන් මහතා, අසංග වික්‍රම මහතා, සංවර්ධන නිලධාරිනී චන්දිමා දමයන්ති මහත්මිය , ධම්මිකා කළ්‍යාණි මහත්මිය, කොට්ඨාශය භාර ග්‍රාම නිලධාරිනී එම්. එම්.ඩී ඒකනායක මිය, පරිසර නිලධාරිනී හසිනි කොතලාවල මෙනවිය.

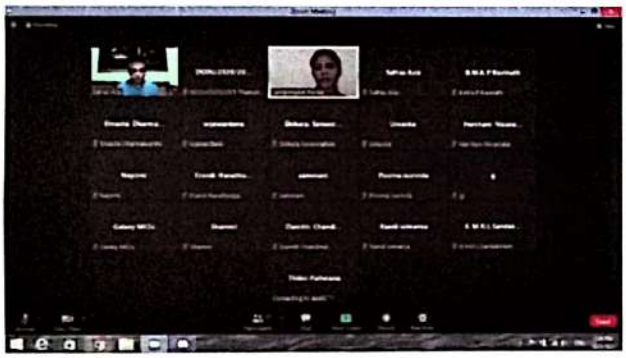
Write a comment... GIF

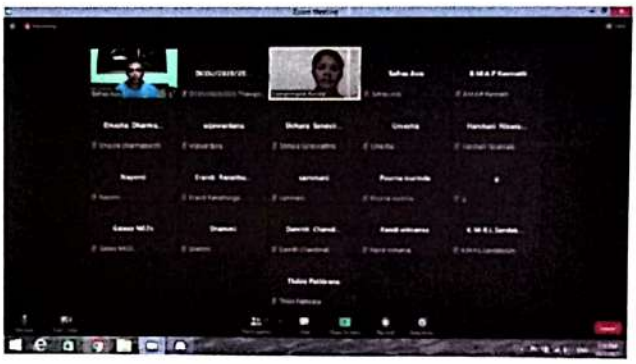
(A post detailing project and activities was published in the official face book page of Sri Jayawardenapura Kotte.

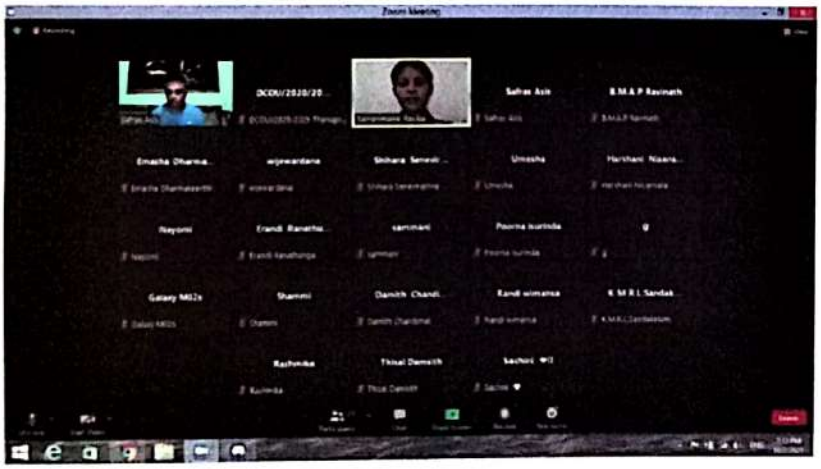
Link :- http://www.facebook.com/720139281426953/posts/4367415853365926/?sfnsn=mo

Annex 8: Child mental health awareness programme 1









ප්‍රගති සමාලෝචනය

2021 ඔක්තෝම්බර් මස2වන දින කොවිඩ්-19 තත්වය හමුවේ අධ්‍යාපන කටයුතු වල යෙදෙන සිසුන්ගේ " මානසික නීරෝගීතාවය ආරක්ෂා කරගන්නේ සහ වැඩිදියුණු කරගන්නේ කෙසේද?" යන මාතෘකාව ඔස්සේ පැවැත්වූ සාකච්ඡාවෙහි වන දින පැවැත්වූ සාකච්ඡාවෙහි ප්‍රගතිය සමාලෝචනය කිරීමත්, ඉදිරියේදීද මෙවැනි වැඩසටහනක් අවශ්‍යදැයි සොයාබැලීමත් මෙම තොරතුරු පත්‍රිකාවෙහි අරමුණ වේ. එමෙන්ම ඉදිරියටත් එවැනි වැඩසටහනක් පවත්වන්නේනම් වැඩසටහනට විෂයය කරගත යුත්තේ කුමන කරුණුද යන්න පිළිබඳවත් සොයා බැලීමද මෙහි තවත් එක් අරමුණකි. මෙම පත්‍රිකාව පුරවා ඔබගේ සයයෝගය ලබාදෙන මෙන් කාරුණිකව ඉල්ලා සිටිමි.

ස්තූතියි

M. සෆ්රාස්

අසිස්

1. 01. මෙම සාකච්ඡා වැඩ සටහන

Mark only one oval.

- ඉතා හොඳයි
- හොඳයි
- සාමාන්‍යයි
- අසතුටුදායකයි
- ඉතා අසතුටුදායකයි

2. 02. මෙම සාකච්ඡාවෙහිදී සාකච්ඡා වූ කරුණු ඔබට ප්‍රයෝජනවත් වූයේද?

Mark only one oval.

- ඔව්
- නැත

3. 03. සාකච්ඡා වැඩසටහන සම්බන්ධයෙන් ඔබ දරන්අදහස කුමක්ද?

4. 04. ඔබට තවත් මෙවැනි සාකච්ඡාව වැඩසටහන් අවශ්‍යයයි හැගෙන්නේද?

Mark only one oval.

- ඔව්
- නැත

5. 05. ඔබට ඉදිරියේදීද මෙවැනි වැඩසටහනක් අවශ්‍යයයි හැගෙන්නේ නම් එහිදී සාකච්ඡා කලයුතුයයි ඔබ යෝජනා කරන කරුණු (ඔබට දැන ගැනීමට අවශ්‍ය කරුණු) මොනවාද?

6. 06. එලෙස වැඩසටහන් පවත්වන්නේ නම් ඔබට පහසු දිනයන් මොනවාද?

Check all that apply.

- සදුදා
- අඟහරුවාදා
- බදාදා
- බ්‍රහස්පතින්දා
- සිකුරාදා
- සෙනසුරාදා
- ඉරිදා

7. 07. එලෙස වැඩසටහනක් පවත්වන්නේ නම් ඔබට පහසු වේලාව කුමක්ද?

8. 08. ඔබ ඉදිරියේදීත් මෙවැනි වැඩසටහන් වලට සම්බන්ධවීමට කැමතිනම්එම වැඩසටහන් වලට ඔබව සම්බන්ධකරගත හැක්කේ කෙසේද? (ඔබගේ දුරකථන අංකය, WatsApp අංකය හෝ E-mail ලිපිනය සදහන් කරන්න)

9.

10.

This content is neither created nor endorsed by Google.

Google Forms

ප්‍රාදේශීය මහ ලේකම් කාර්යාලය - ශ්‍රී ජයවර්ධනපුර කෝට්ටේ
பிரதேச செயலகம் - ஸ்ரீ ஜயவர்தனபுர கோட்டே
Divisional Secretariat - Sri Jayewardenepura Kotte
341/3,කෝට්ටේ පාර,රාජගිරිය - 341/3,கோட்டே வீதி, இராஜகிரிய - 341/3, Kotte Road, Rajagiriya.

NATIONAL PRODUCTIVITY AWARDS 2015
All Island 2nd Place

මගේ අංකය / எனது இல / My No | ඔබේ අංකය / உமது இல / Your No | දිනය / திகதி / Date: 2021.12.22

To: Whom it may Concern

Internship of Mr. Mohamad Safras Asis

This is to certify that Mr. Mohamad Safras Asis, an undergraduate from National Institute of Social Development (NISD) underwent an internship over a period of four months (21st June-15th October) at the Divisional Secretariat, Sri Jayawaranapura Kotte.

He worked with the community of 520 Nawala West GN Division and implemented several programmes with the community addressing the socio-economic needs of the community. He conducted a need assessment, and based on the findings of the need assessment a community development project was designed. The project was implemented under the support and supervision of staff members of the Divisional Secretariat.

I hereby appreciate his community work and social work skills that were useful for the successful planning and implementation of the community work project, which was conducted using resources available with the participation of community members. He is also a good team worker and a community worker who managed his work successfully and worked in cooperation with all stakeholders including community members and Divisional Secretariat staff.

During his internship he proved to be a dedicated, hardworking and resourceful young social worker who works diligently, and has clearly shown commitment to his work, taking up responsibilities with ethical and professional standards.

[redacted]

Assistant Divisional Secretary
For Divisional Secretary
Sri Jayewardenepura Kotte

[redacted]

දුරකථනය / தொலைபேசி / Telephone : 2863056 ෆැක්ස් தொலை நகல்/Fax: 2863090 ඊ මේල් /மின்னஞ்சல்/E mail : info@kotte.ds.gov.lk
ප්‍රාදේශීය ලේකම් /பிரதேச செயலாளர் /Divisional Sec. 2863057
ගණකාධිකාරී /கணக்காளர் /Accountant 2863270
සහකාර ප්‍රාදේශීය ලේකම් /உதவி பிரதேச செயலாளர் /Asst.Div.Sec 2863058
සහකාර අධ්‍යාපන (සැලසුම්) /உதவி பணிப்பாளர் (திட்டமிடல்) / Asst.Dir.(Pla) 2883207
ස.මු.කළමණාකරු/சமூர்த்தி தலைமை முகாமையாளர்/H.Q .Manager (samurdi) 2882577